Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on December 5, 2025 at 8:56 AM PST

Date and Time

Thursday December 11, 2025 at 10:15 AM PST

Location

Excel Academy Charter Schoo
l
1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

Zoom Meeting Information:
Meeting ID: 889 6391 6439
One-Tap Dial In: +16694449171,,88963916439#
URL: https://us06web.zoom.us/j/88963916439

MISSION STATEMENT

Excel Academy will provide flexible, personalized learning through a customized course of study that will educate, motivate, and instill a love of learning in each individual student. Teachers and parents will join together to maintain high expectations and promote academic excellence for all students creating the next generation of leaders.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**10:15 AM**
A.	Call the Meeting to Order		Steve Fraire	1 m
B.	Record Attendance		Steve Fraire	1 m

Roll Call:
William Hall, President
Michael Humphrey, Vice President
Steve Fraire, Clerk
Susan Houle, Member
Larry Alvarado, Member

II.	**Pledge of Allegiance**			
III.	**Approve/Adopt Agenda**			**10:17 AM**
A.	Agenda	Vote	Steve Fraire	1 m

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of December 11, 2025.

Roll Call Vote:
William Hall
Michael Humphrey

	Purpose	Presenter	Time

Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconds by _____ Ayes _____ Nays _____ Absent _____

IV. Approve Minutes 10:18 AM

A. Approve Minutes — Approve Minutes — Steve Fraire — 1 m

Minutes of the Regular Board Meeting that was held on October 9, 2025.

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

Approve minutes for Regular Meeting of the Board of Directors on October 9, 2025

B. Approve Minutes — Approve Minutes — Steve Fraire — 1 m

Minutes of the Board Study Session that was held on November 13, 2025.

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

Approve minutes for Board of Directors Study Session on November 13, 2025

V. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish

		Purpose	Presenter	Time

to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

VI. Correspondence/Proposals/Reports — 10:20 AM

A.	School Highlights - Presented by Heidi Gasca, Superintendent/CEO	Discuss	Heidi Gasca	5 m
B.	Student Testimonials	Discuss	Dmitrii Chernikov & Darrin Shigei-Seat	10 m

Dmitrii Chernikov - 7th Grade
Darrin Shigei-Seat - 12th Grade

VII. Consent — 10:35 AM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.

A. Consent - Board Governance

1. Approval of the Excel Academy Charter School Board Onboarding Checklist
2. Approval of the Board of Directors Manual Revisions

B. Consent - Business/Financial Services

1. Check Register - October 2025
2. Check Register **-** November 2025
3. Cash Payments - October 2025
4. Cash Payments - November 2025
5. Approval of Charter Connect Inc. Marketing Services Renewal

C. Consent - Education Student/Services

1. Approval of the School-Parent Compact

	Purpose	Presenter	Time

2. Approval of the California College Guidance Initiative (CCGI) Partnership Agreement

D. Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Job Descriptions
4. Acknowledgement for Reporting the 2023-24 Excel Academy Charter Schools Teaching Assignment Monitoring Outcomes (TAMO) Data *(Informational ONLY)*

E. Policy Development — Vote — Steve Fraire — 1 m

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.

Board Policies: Revised

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures:

1000 Series - Community Relations

1010 - EA Civility Policy
1020 - EA School Sponsored Field Trips & Cultural Excursions Policy
1030 - EA Safe Operation of Schools (Infectious Disease) Policy

4000 Series - Personnel Services

4005 - EA Salary Determination Policy
4020 - EA Background Check Policy
4025 - EA Tuberculosis Risk Assessment and Examination Policy
4030 - EA Immigration Compliance Policy
4035 - EA Mandated Reporter - Child Abuse Policy
4045 - EA Professional Boundaries Policy
4055 - EA Internal Complaint Policy
4060 - EA Unlawful Harassment Discrimination Retaliation Policy and Complaint Form
4065 - EA Meal Period and Rest Break Policy
4070 - EA Lactation Accommodation Policy
4100 - EA Emoji Use Policy
4105 - EA Paid Sick Leave Policy
4125 - EA Victims of Crime Policy

Purpose Presenter Time

4130 - EA Remote Work Policy
4145 - EA Professional Development Reimbursement Policy
4150 - EA Mileage Reimbursement Policy
4160 - EA Children of Teachers Policy
4165 - EA Employee Driving Policy

Board Policies: Reviewed
The following policies are being brought to the Board without changes for annual review.

1000 Series - Community Relations
1025 - EA Uniform Complaint Policy
1035 - EA Access to Public Records Policy

4000 Series - Personnel Services
4000 - EA Concepts & Roles
4010 - EA At-Will Policy
4015 - EA Equal Employment Opportunity Policy
4040 - EA Corporal Punishment Policy
4050 - EA Whistleblower Policy
4080 - EA Acceptable Use of Technology Policy
4075 - EA Drug, Alcohol, Smoke Free Workplace Policy
4085 - EA Payroll Withholdings Policy
4090 - EA Cobra Policy
4095 - EA Handling Heavy Items Policy
4110 - EA Pregnancy Disability Leave Policy
4115 - EA FMLA Policy
4125 - EA Victims of Crime Policy

Items in the consent agenda are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado

		Purpose	Presenter	Time

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

VIII. Business/Financial Services — 10:36 AM

		Purpose	Presenter	Time
A.	Approval of 2025-2026 EACS First Interim Financial Report	Vote	Joe Sorrera	10 m

It is recommended the Board approve the 2025-2026 EACS First Interim Financial Report for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: As indicated by the 2025-26 Financial Reporting Documents First Interim Report

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
B.	Approval of the Charter Tech Services (CTS) Agreement	Vote	Heidi Gasca	6 m

It is recommended the Board approve the Charter Tech Services (CTS) for the 2025-26 School Year for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $245,520.00
Warner (#2053): $152,222.40
Helendale (#2073): $93,297.60

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
IX.	**Education Services**			**10:52 AM**
A.	Approval of School Plan for Student Achievement (SPSA)	Vote	Jenny Craig	7 m

It is recommended that the Board approve the School Plan for Student Achievement (SPSA) for Excel Academy Charter School, Helendale (#2073), Warner (#2053).

Fiscal Impact: N/A

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B.	Approval of of 1st Day School Supplies Boxes Remainder	Vote	Heidi Gasca	2 m

It is recommended the Board approve the 1st Day School Supplies Boxes for the 2025-26 School Year for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $27,078.24
Warner (#2053): $16,788.51
Helendale (#2073): $10,289.73

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

X.	**Policy Development**			**11:01 AM**
A.	Approval of New Board Policies	Vote	Heidi Gasca	5 m

	Purpose	Presenter	Time

It is recommended that the Board approve the proposed policies.

Board Policies: New

5000 Series - Student Services
5025 - EA Pupil Behavioral Health Policy

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XI. Organizational Structure - Annual Meeting of the Board — 11:06 AM

A. Election of the Excel Academy Charter Schools Board Officer: President — Vote — Heidi Gasca — 2 m

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board President.

Election: Board President: _____

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
B.	Election of the Excel Academy Charter Schools Board Officer: Vice President	Vote	Heidi Gasca	2 m

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board Vice President.

Election: Board Vice President: _____

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
C.	Election of the Excel Academy Charter Schools Board Officer: Clerk	Vote	Heidi Gasca	2 m

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board Clerk.

Election: Board Clerk: _____

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado

		Purpose	Presenter	Time

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

D. Full Board Action in Lieu of Audit Committee, Fiscal Year 2025-2026 — Vote — Heidi Gasca — 2 m

An annual independent financial audit of the books and records of Excel Academy Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m).

It is recommended the Excel Academy Charter Schools Governing Board oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs as a full Board.

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XII. Calendar

The next scheduled Regular Board Meeting will be held both in person and virtually on January 8, 2026.

XIII. Board Comments

XIV. CEO Comments

XV. Closing Items — 11:14 AM

A. Adjourn Meeting — Vote — Steve Fraire — 1 m

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado

	Purpose	Presenter	Time

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

FOR MORE INFORMATION

For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

Approve Minutes

Section: IV. Approve Minutes
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on October 9, 2025

DRAFT

Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time
Thursday October 9, 2025 at 9:35 AM

Location

Excel Academy Charter School
1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

Zoom Meeting Information:
Meeting ID: 845 7184 4881
One-Tap Dial In: +17207072699,,84571844881#
URL: https://us06web.zoom.us/j/84571844881

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Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools.

Directors Present

L. Alvarado, M. Humphrey, S. Fraire, S. Houle (remote), W. Hall

Directors Absent

None

Guests Present

L. Hansen

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Excel Academy (CA) to order on Thursday Oct 9, 2025 at 9:46 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

M. Humphrey made a motion to Bill Hall.
S. Fraire seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Humphrey	Aye
S. Fraire	Aye
S. Houle	Absent
L. Alvarado	Aye
W. Hall	Aye

III. Approve Minutes

A. Approve Minutes

S. Fraire made a motion to approve the minutes from Regular Meeting of the Board of Directors on 09-11-25.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Fraire	Aye
S. Houle	Absent
M. Humphrey	Aye
L. Alvarado	Aye
W. Hall	Aye

IV. Adjourn to Closed Session

A. The Board will consider and may act on any of the Closed Session matters.

S. Fraire made a motion to Bill Hall.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Hall	Aye
S. Fraire	Aye
L. Alvarado	Aye
S. Houle	Absent
M. Humphrey	Aye

V. Reconvene Regular Meeting

A. Report out any action taken in closed session

No action taken.

VI. Correspondence/Proposals/Reports

A. School Highlights - Presented by Heidi Gasca, Superintendent/CEO

Heidi delivered a positive report, emphasizing the strength of the school's leadership, which now includes principals for the Secondary (Lorrie Wood), Elementary (April Saade), and Virtual Paths (new leader Jenn Sheehey). Jenn was particularly praised for her immediate dedication and impact on the growing Virtual Path staff.

The most significant success is the current student count of nearly 2,000, which the school has successfully *retained* through September—a major win for budgeting and planning, credited to the admissions team.

Heidi continues to advocate in Sacramento for legislation supporting flex-based learning, stating that despite anticipated changes from Bill 414, the school's integrity ensures they will be minimally affected.

Program highlights include:

- **Student Success:** Featured Nash, an elite surfer balancing professional and academic goals.
- **Path Offerings:** The school maintains its successful GATE (Gifted and Talented Education) program and has a strong intervention team, reinforced by a new secondary intervention teacher.
- **Community:** Educational programs, outdoor classrooms, and community events are active. The school remains focused on ongoing parent education (e.g., suicide prevention, FAFSA).

Heidi gave special recognition to new admissions employee Liz, whose positive impact is credited with helping maintain the high enrollment numbers. Finally, the staff continues professional growth, having recently attended the significant CSDC conference.

B. Assessment Data Update - Presented by Jenny Craig, Director of Operations & Accountability

Jenny presented recent assessment data (i-Ready, CAASPP, ELPAC) showing student progress and defining focus areas.

1. Key Data Highlights

EL Students (ELPAC): 22 students were reclassified as fluent English proficient. A new program led by Erica Flores and Sarah Bobar will focus on standards-based, live instruction, and a November in-person ELAC meeting is planned.

i-Ready (Fall):

- **ELA:** 61% of students are on/above grade level (slight increase).
- **Math:** 47.1% are on/above grade level (2.2% decrease).
- **Tier 2/3:** The percentage of students performing below grade level remained static.

CAASPP Growth: The school exceeded its growth goal. **61%** met/exceeded standards in ELA (+3% YoY) and **54%** in Math (+4% YoY). Overall participation was high at **97.7%**.

Contiguous Enrollment: Students enrolled for three or more years scored nearly **28 points higher** than first-year students, confirming the value of long-term enrollment.

2. Focus Areas & Next Steps

Distance From Standard: While overall scores improved (2 points ELA, 10 points Math), English Learners and Students with Disabilities showed an *increase* in their distance from standard, indicating a widening gap in these groups.
Writing: The school is piloting WriteScore to address writing proficiency, which is not tested by i-Ready.
Intervention: Focus will be placed on improving the correlation between vocabulary, comprehension, and written expression.
Parent/Student Engagement: Teachers will hold in-person meetings this month to review scores, set goals, and utilize the new **Multiple Measure Reports** to guide instruction.
State Comparison: Preliminary data briefly showed the school outscored the state by **12% in ELA** and **15% in Math**.

C. Principals' Plan for 2025-2026 - Presented by Jenn Sheehey, April Saade and Lorrie Wood

The three principals—Jenn (Virtual), April (Elementary), and Lorrie (Secondary)—presented their collaborative plan, which is shifting focus to strengthening Tier 1 (core instruction) efforts to be more proactive and preventative, building upon their existing strong Tier 2 intervention programs.

1. Virtual Pathway (Jenn)

Jenn leads a pathway that has grown exponentially (from 11 to 17 teachers). The focus is on leveraging daily live interaction to build community and improve instruction:

- **Community:** Focus on Class Communities through "Fun Fridays" and group projects (e.g., virtual field trip to the State Capital).
- **Data & Goals:** Implementing detailed data chats with students and parents, embedding data sections in progress reports, and requiring student goal-setting in PLCs.
- **Tier 1 Enrichment/Remediation:** Building a dedicated 30 minutes of "Reach Time" into the schedule for every grade level to provide differentiated support (challenge for advanced, remediation for others).
- **Retention:** Aiming for a seamless continuum of support as students transition between grade levels and pathways, especially improving the retention of 8th-grade virtual students into the 9th-grade personalized pathway.

2. Elementary Personalized Pathway (April)

April's main goal is to provide instructional support for home educators to empower them in delivering effective Tier 1 instruction across subjects and curricula.

- **Anchor Documents (Completed):** Teachers created streamlined, one-page Anchor Docs for every grade level, identifying the most critical standards, fun learning ideas, resources, and developmental milestones to prevent parent overwhelm.
- **Curriculum Quest (Year-Long Initiative):** This is a detailed plan to empower parents through curriculum expertise:
- Teachers are reviewing and becoming experts in specific curricula.
- They are creating parent-friendly resources (slide decks, quick videos) and instructional support sheets.
- **Curriculum Communities** (small parent support groups) are launching for collaboration among those using the same curricula.
- **Parent PowerUp:** A March in-person event focused only on the elementary level, allowing parents to see, feel, and compare curriculum materials and receive core instructional professional development before making their choices for the next school year.

3. Secondary Personalized Pathway (Lorrie)

Lorrie highlighted her "Dream Team" of secondary counselors for their work streamlining high school processes (4-year planning, master agreements, course scheduling, crisis protocol, and suicide prevention training). The focus is on strengthening Tier 1 Instructional Supports and Math Mastery.

- **Instructional Support:** Secondary teachers are receiving training in Shared Responsibility (TOR/Parent) to help home educators provide effective Tier 1 support.
- **Parent Workshops:** Focused, hands-on application training will begin at the Fall Parent Power Up.
- **Goal Setting:** Teachers will meet individually with students to set accountability goals based on data review.
- **New Math Initiative: Ready, Set, Grow Middle School Math Mastery:** A multi-year effort focused on improving 7th and 8th-grade math performance, which historically lags ELA.
- **PLC Teams:** Math-credentialed teachers are leading teams to identify benchmark standards (e.g., what is needed for Algebra 1).
- **Quarterly Power Packets:** These guides, designed for mastery learning, will be created to ensure curriculum equity and provide formative assessments for home educators.
- **Goal:** Ensure every student has access to Algebra 1 by building confidence and addressing foundational needs.

VII. Consent

A.

Consent - Business/Financial Services

B. Consent - Personnel Services

M. Humphrey made a motion to Bill Hall.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Fraire	Aye
S. Houle	Absent
W. Hall	Aye
L. Alvarado	Aye
M. Humphrey	Aye

VIII. Business/Financial Services

A. Approval of CliftonLarsonAllen (CLA) Draft Annual Audit Report - Year Ended June 30, 2025

M. Humphrey made a motion to Bill Hall.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Houle	Absent
M. Humphrey	Aye
L. Alvarado	Aye
W. Hall	Aye
S. Fraire	Aye

IX. Board Governance

A. Approval of Board of Directors Reappointment and Terms of Office: W. Hall

S. Fraire made a motion to Bill Hall.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Alvarado	Aye
W. Hall	Aye
M. Humphrey	Aye
S. Fraire	Aye
S. Houle	Absent

B. Approval of Board of Directors Reappointment and Terms of Office: M. Humphrey

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
W. Hall	Aye
S. Fraire	Aye
L. Alvarado	Aye
M. Humphrey	Aye
S. Houle	Absent

C. Approval of Board of Directors Reappointment and Terms of Office: L. Alvarado

M. Humphrey made a motion to Bill Hall.
S. Fraire seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
S. Houle	Absent
W. Hall	Aye
S. Fraire	Aye
L. Alvarado	Aye
M. Humphrey	Aye

D. Administer Oath of Office

Heidi administered the Oath of Office to William Hall, Michael Humphrey, and Larry Alvarado.

X. Education/Student Services

A. Approval of the Updated 2025-2026 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools

S. Fraire made a motion to Bill Hall.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
W. Hall	Aye
S. Houle	Absent
M. Humphrey	Aye
S. Fraire	Aye
L. Alvarado	Aye

XI. Policy Development

A. Approval of New Board Policies

L. Alvarado made a motion to Bill Hall.

M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
S. Fraire	Aye
S. Houle	Absent
L. Alvarado	Aye
W. Hall	Aye
M. Humphrey	Aye

XII. Comments

A. Board Comments

The board members expressed overwhelming pride, gratitude, and confidence in the presented results and the work being done by the staff and leadership.

Mike simply stated his dedication to the organization's "success, success, success."
Larry thanked Jenny specifically for presenting the data and sharing the "wonderful things that are happening." He then thanked the three principals (Jenn, April, and Lorrie) for their daily work, asking them to extend the board's appreciation to their staff for the hard work that produced the "amazing data."
Steve offered congratulations, noted that he learned a lot from the presentation ("good for us old guys"), and extended thanks to the staff the board doesn't see. He specifically acknowledged the importance of helping families and parents and praised the leadership for hiring wonderful people, calling it a "big part of what we do here." He concluded by wishing for continued success.
Bill echoed the sentiment, saying it was "truly what a pleasure" to be part of the organization, and thanked the three leaders for the hard work and leadership they provide to their staff and the board.

In short, the board offered strong, positive affirmation of the school's leadership, staff, and overall performance data.

B. CEO Comments

Heidi's comments were a brief expression of gratitude and appreciation for her entire team.
She specifically thanked the principals (Jenn, April, and Lorrie), acknowledging that they "run the ship and do an incredible job."
She also extended thanks to other key staff members present: Lara, Megan, Heather, Lauren, and Jenny.

Heidi concluded by stating her confidence that the organization will continue to have a "great year."

XIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:22 AM.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION
For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

Approve Minutes

Section: IV. Approve Minutes
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Directors Study Session on November 13, 2025

DRAFT

Excel Academy (CA)

Minutes

Board of Directors Study Session

Date and Time
Thursday November 13, 2025 at 9:30 AM

Location

Excel Academy Charter School
1 Technology Drive, Ste I-811
Irvine, CA 92618

1185 Calle Dulce, Chula Vista, CA 91910
1545 Apache Drive, Chula Vista, CA 91910
16222 Quail Rock Road, Ramona, CA 92065
39251 Camino Las Hoyas, Indio, CA 92203

Zoom Meeting Information:
Meeting ID: 882 1206 8642
One-Tap Dial In: +17193594580,,88212068642# US
URL: https://us06web.zoom.us/j/88212068642

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Directors Present

L. Alvarado, S. Fraire, S. Houle, W. Hall

Directors Absent

M. Humphrey

Guests Present

L. Hansen

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Excel Academy (CA) to order on Thursday Nov 13, 2025 at 9:33 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Approval of Agenda for November 13, 2025 Board of Directors Study Session

S. Houle made a motion to Bill Hall.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Humphrey	Absent
S. Fraire	Aye
S. Houle	Aye
W. Hall	Aye
L. Alvarado	Aye

III. Oral Presentations

A. Excel Academy Charter Schools Board Member Onboarding Checklist

Heidi presented Item A, the Excel Onboarding Checklist, which was developed in response to the board's evaluation at the end of the previous year.

- **Purpose:** The checklist is a tool designed to streamline and track the onboarding process for new board members.
- **Function:** It ensures that new members are fully informed of all expectations and key information outlined in the manual. It also provides an opportunity for new members to ask questions and acknowledge that they have reviewed the required material.
- **Current Status:** This is presented as a draft checklist, and Heidi requested input, opinions, changes, or edits from the board members before finalization.

B. Board of Directors Tech Training - Presented by Lauren Hansen, Senior Communications Coordinator

Lauren provided tech training on essential Gmail organizational tools and crucial cybersecurity measures, addressing a board goal for improved technology proficiency.

1. Gmail Organization

- **Search and Star:** Use the **search bar** for refined keyword searches. **Starring** emails collects important messages in one place.
- **Labels (Folders):** Create and color-code **custom labels** to easily organize and categorize emails, reducing inbox clutter.
- **Manage Subscriptions:** Use the **Manage Subscriptions** feature (under "More") to quickly mass-unsubscribe from unwanted commercial emails.
- **Settings:** Customize inbox view (density, type) for personal preference.
- **Multiple Accounts:** Easily switch between different organizational emails by clicking the **profile icon** in the top right corner.

2. The Shield: Cybersecurity

- **Strong Passwords:** Use the **Three-Word Rule** (three random words + number + symbol) to avoid weak passwords based on personal info.
- **Phishing Warnings:** Be suspicious of emails requesting **passwords or money**, using an **urgent tone**, or coming from slightly misspelled or odd email addresses. **Always verify** the sender directly before clicking links or acting.
- **Two-Factor Authentication (2FA):** Recommended setting up 2FA for all accounts, as it provides a second layer of security (e.g., a code sent to your phone) to ensure logins are legitimate.

- **Safety Habit:** Contact the IT helpline (Lauren) if any email or situation feels suspicious.

C. Chief Business Officer Recruitment Plan - Presented by Megan Anderson, Director of Human Resources

Megan presented the comprehensive recruitment and vetting process for the next Chief Business Officer (CBO), following the upcoming retirement of the current Director of Business Services, Joe Sorerra, in June 2026.

1. Importance of the CBO Role

The CBO is considered the most critical operational executive, serving as the financial steward of the school. The role is vital for ensuring financial viability, strategic resource alignment, mitigating risk, and maintaining trust across all stakeholders.

2. Recruitment Process Overview

The school is utilizing an in-depth, strategic recruitment process:

- **Review:** The process began with a thorough review of the job description, ensuring that the duties, compliance metrics, mission, and vision are still relevant and valid for the school's current operations.
- **Advertising:** The position was strategically advertised through trusted and reputable educational partnership channels to attract top talent, enhance visibility, and support diversity goals.
- **Vetting:** Applicants went through preliminary interviews and a final selection process.

3. Applicant Pool and Vetting Success

The recruitment effort yielded a strong pool of candidates:

- **Initial Pool:** Five applicants met the minimum qualification requirements.
- **Preliminary Interviews:** Three of those applicants advanced to the preliminary interview rounds.
- **Finalists: Two applicants** were selected to advance to the final in-person interview rounds.
- **Qualifications:** Both finalists have diverse experience in classroom, flex-based learning, and district-level financial environments. They are experienced in managing large budgets and committed to compliance.

4. Final Selection Steps

To ensure a rigorous and unbiased final selection, a key component has been added:

- **Project-Based Interview:** Both finalists were extended a project-based component where they must present a strategic solution to a complex budgetary scenario, addressing expenditure and revenue growth, as if the interview panel were the Board of Directors.
- **Goal:** This project allows applicants to demonstrate their expertise, strategic thinking, and problem-solving techniques based on performance, helping to mitigate external bias.
- Megan concluded by requesting the board's continued partnership as they move toward the final selection and transition to the new CBO.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:10 AM.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION
For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

School Highlights - Presented by Heidi Gasca, Superintendent/CEO

Section: VI. Correspondence/Proposals/Reports
Item: A. School Highlights - Presented by Heidi Gasca, Superintendent/CEO
Purpose: Discuss
Submitted by:
Related Material: EACS Oct_Nov 2025 Board Update.pdf

EXCEL ACADEMY
A TK-12 Public Charter School
OCTOBER/NOVEMBER
HIGHLIGHTS
December 11, 2025

Enrollment Data

Academic Path

Personalized

Virtual

3.3% English Learners

1.2% Homeless

8.6% Special Education

Student Count: 1,957

TK-6th

1,317 Students

7th-8th

297 Students

9th-12th

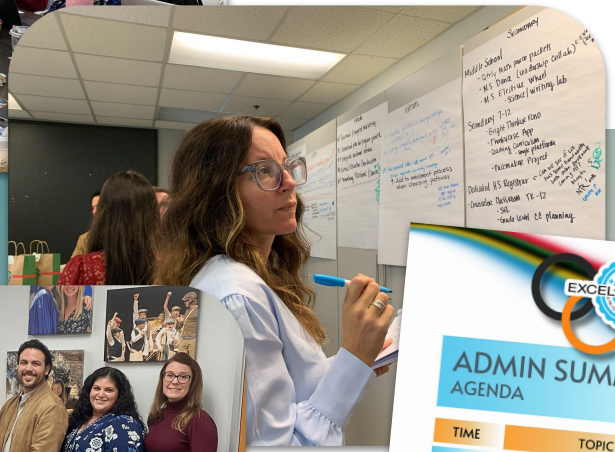
343 Students

Warner:

1147 Students

Helendale:

810 Students



Admin Summit: Part 1

The EACS Admin team gathered together for their annual a Fall Summit at the EACS office in Irvine for each department lead to present their Department SWOT (Strengths, Weaknesses, Opportunities, and Threats), brainstorm action plans for the 26/27 school year, and collaborate on initiatives and solutions to improve the school at each level. It was a fruitful and productive time together!

Powered by BoardOnTrack

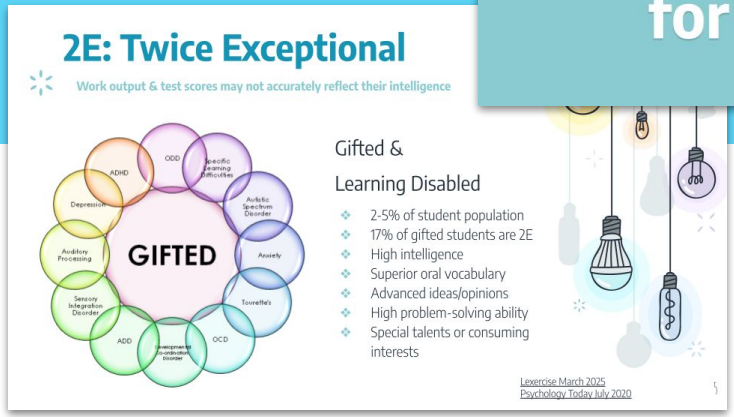
APLUS+ Personalized Learning Conference

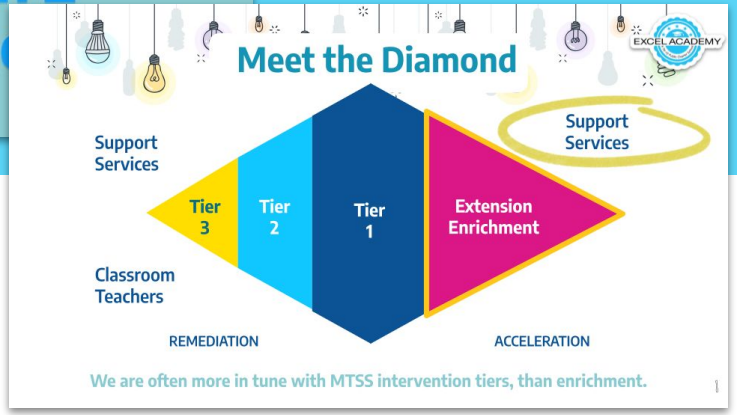
Five Excel Staff members attended the 22nd APLUS+ Network conference in Sacramento, and gained valuable insights on legislative updates, AI, teacher compensation, the Governor's budget, and more!

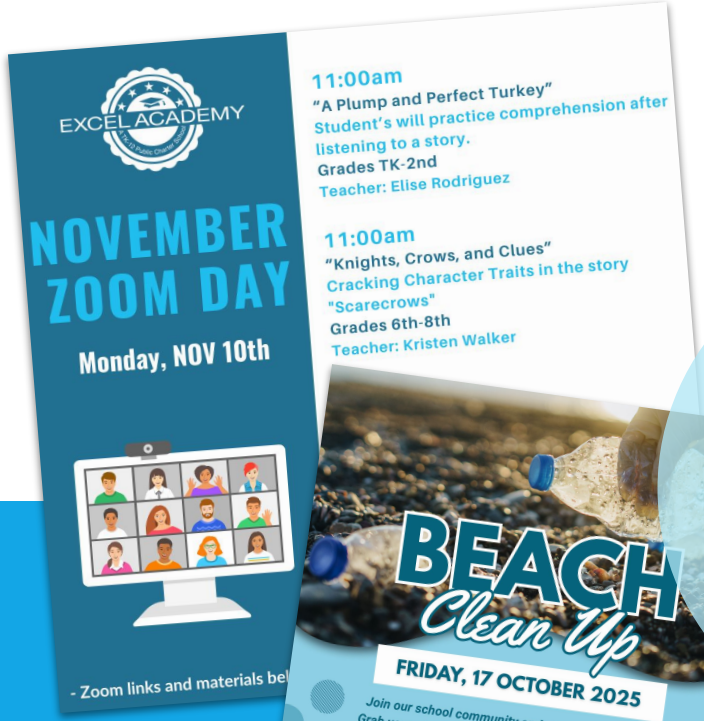
APLUS+ Personalized Learning Conference

Session Presenters

Our incredible GATE team presented on how to develop a GATE program for flex-based learning models.







Community Learning

EXCEL ACADEMY

Parent Power-Up

Sessions

ACADEMIC ALL-STARS
Writing with Confidence for College and Career

COACHING LITTLE MOVERS:
Motor Skill Development

IGNITING THE TORCH:
Gifted Learners in Action

DIGITAL GOLD:
Healthy Tech Habits

MATH MEDALS:
Ready for the Next Level

STUDY CHAMPIONS:
Tools for Academic Victory

THE COLLEGE GAMES:
Planning for Success

WINNING WORDS:
Writing with Confidence

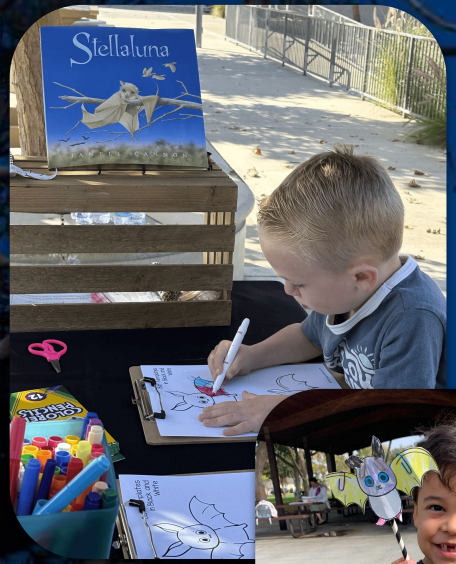
READERS IN TRAINING:
Building Strong Foundations

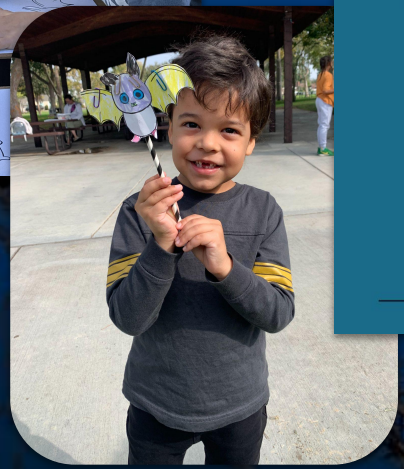
Powered by BoardOnTrack

EACS held its 3rd annual Parent PowerUp, where over 50 EACS families attended to gain valuable knowledge, practical tools and strategies, and a supportive community from the EACS Staff!

CLICK HERE

Stellaluna Bat Straw Rockets





EXCEL ACADEMY

Stellaluna Bat Straw Rockets

Monday, 10/27

10:00am-12:00pm

*Lesson begins @ 10:15

Grades TK-8

Outdoor Classroom

See below for details & locations

RED RIBBON WEEK

OCT. 27-31

SNAP & SUBMIT YOUR PHOTOS!

Monday, October 27

RED-Y TO LIVE A HEALTHY LIFE!

Wear as much red as you can!

DM your photos to @excel_academy on Instagram or email them to

klima@excelacademy.education

Tuesday, October 28

TEAM UP AGAINST DRUGS!

Wear your favorite sports team jersey or shirt.

DM your photos to @excel_academy on Instagram or email them to

klima@excelacademy.education

Wednesday, October 29

Our Futures are Bright, No Drugs in Sight!

Wear neon or bright colors.

DM your photos to @excel_academy on Instagram or email them to

klima@excelacademy.education

Thursday, October 30

Follow Your Dreams, Don't Do Drugs!

Wear pajamas!

DM your photos to @excel_academy on Instagram or email them to

klima@excelacademy.education

Friday, October 31

SAY BOO TO DRUGS!

Wear your Halloween costume or orange & black.

DM your photos to @excel_academy on Instagram or email them to

klima@excelacademy.education

Excel Academy is passionate about promoting safety and healthy habits for our students!

A bulletin from
Excel Academy

EXCEL ACADEMY

PARTNERING FOR DIGITAL SAFETY

NOV. 19, 2025

Dear Excel Academy Charter School Families,

As partners in your child's success and well-being, we want to address an increasingly important topic: safe and responsible personal device use and social media engagement. At Excel Academy, we are dedicated to fostering a nurturing and focused learning environment, and we know that a safe digital atmosphere contributes significantly to a successful school experience. The digital world offers wonderful opportunities, but it also presents challenges. *Your partnership is vital* in guiding our students to navigate this landscape wisely.

Our Shared Goal: Safe Digital Habits

We encourage all parents to play an active, supportive role in monitoring and guiding your child's interactions online. These simple, consistent steps can make a big difference:

- **Be Aware of Personal Devices:**
  - Let your child know you are involved by regularly checking the content, messages, and apps on their phones, tablets, or computers. This open communication is key to building trust.
  - Help establish healthy boundaries, such as setting a "device curfew" or ensuring devices stay in common family areas overnight.
- **Embrace Parental Controls:**
  - Take advantage of the privacy and management tools already built into devices (like screen time settings and content filters) to help them manage their usage.
  - Think of these controls as a helpful safety net as they learn to navigate the digital space responsibly.
- **Guide Social Media Use:**
  - Talk with your child about the platforms they use. For younger students, consider blocking access to age-restricted sites (usually those requiring users to be 13+).
  - Work with them to ensure their privacy settings are strong, and encourage them to think critically about what they share and who they connect with online.

Cyber Safety & Education for Parents

Highlights

Virtual Path

- 1st annual Virtual Teaching Open House! 45 teachers & staff attended 21 open classrooms.
- Fun Friday has been a huge hit! Students choose the session they most want to attend. November was a baking extravaganza!
- In October, teachers held individual parent-teacher conferences and sent personalized progress reports with student-selected goals.

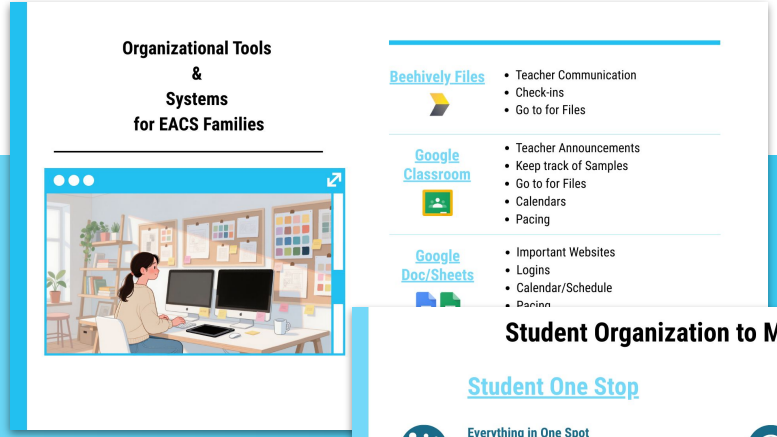
Elementary

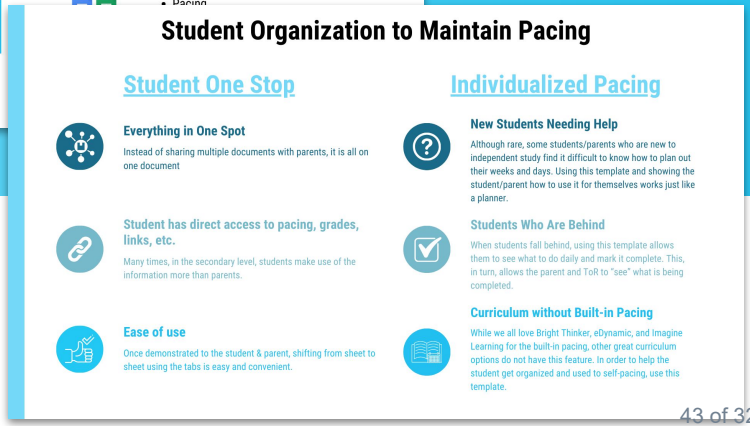
- Quick Write assessment given to each Elementary student.
- Amira reading difficulties screener give to all K-2 students
- Parent Ed provided on developmental skills for TK-1st grade students.
- Parent Ed provided on how to best support gifted learners
- Presented “Opening the GATE for Gifted Learners” at the APLUS conference in Sacramento.

Secondary

- Teachers helped students set academic goals in October with a focus on A.C.E. (Academics for College & Career Education) for all high school students.
- Created and led parent workshops at the Parent Power Up - focusing on college readiness, study skills, and writing.
- Completed half of our teacher observations and holding 1:1 follow-up meetings.

The Lead & Learn initiative–monthly optional professional development for Teachers, lead by EACS Staff–launched in October and has been a huge success! Teachers have the opportunity to learn from one another, share tips & tricks, and grow as team.





Staff Spotlight

Jenny has been a cornerstone of the Excel Academy family, proudly serving as an Excel Eagle since 2014. Over the past eleven years, her unwavering loyalty and dedication have spanned numerous critical roles and departments.

As a leader, Jenny is the epitome of conscientiousness and kindness, consistently working to represent and showcase our school to ensure it stands out above the rest. There is no challenge she can't conquer–from the most complex spreadsheet and CALPADS reporting delay to assessment glitches, board presentations, and mission-critical deadlines.

We are truly honored to have her on the Executive Leadership team, where she is a constant, invaluable force driving both the significant strategic objectives and the daily efforts that make Excel Academy the very best.

STUDENT Spotlight

EXCEL ACADEMY

Twelve-year-old Excel Academy Student Dmitrii is a force to be reckoned with! In a short time since arriving in the United States, Dmitrii has dominated the competition, culminating in a spectacular achievement: becoming a World Champion in Grappling and Jiu-Jitsu at the World Championship in Las Vegas!

He's also a three-time California State Wrestling Champion and a two-time American MMA Champion. Dmitrii thrives at Excel Academy, dedicating himself daily to becoming stronger and reaching new heights. We're rooting for you, Dmitrii!

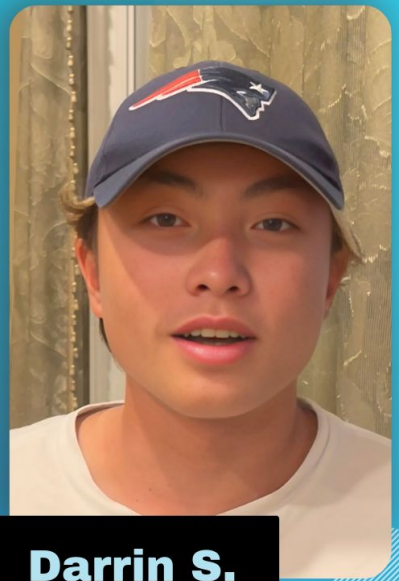
DMITRII C.

STUDENT Spotlight

EXCEL ACADEMY

Congratulations to Excel Academy senior Darrin, recognized by the College Board as a Commended Student in the 2026 National Merit Scholarship Program. Darrin is one of the top 50,000 students nationwide to be honored for outstanding academic performance. Alongside his exceptional academic scores, Darrin plans to submit a history paper to The Schola for publication, and has desgined a board game, which is currently in development, and will head to production soon!

Way to go for the gold, Darrin!



Darrin S.

Professional Development in October & November

Special Programs:

- California Assessment Conference (CAG)
- SDCOE Purple Star School Designation
- Preparing Every Child to Learn, Read, and Thrive
- Introduction to the Lexile Framework for Reading
- Science of Reading Virtual Summit

California Association for the Gifted

General Education:

- Communication with Care-Mastering Tone in Emails (teachers)
- Guided teacher reflections on virtual family survey responses
- Teaching in the Age of AI: Policy Insights and Classroom Applications for Civil Discourse
- Literacy Essentials for Grades 5-12

Special Education:

- California Association of School Psychologists (CASP)

Leadership:

- Franklin Covey Impact Conference
- Charter School Development Center (CSDC) Conference
- APLUS+ Conference
- Non-Classroom Based (NCB) Personalized Leader Call

CSDC '25 Conference

Looking forward to...

The Read-A-Thon is on! We are so excited for our students to let their imaginations run wild while diving into some incredible books. Funds raised from the Read-A-Thon allows EACS to provide exciting learning opportunities and community enrichment for our students.

In January, Excel's Leadership team will head to Coronado bay for part two of their Admin Summit!

Excel's student entrepreneurs will present their handmade goods to sell at the annual Edupreneur Expo, held in four locations across Southern California.

Thank you!
Est. 2012
A Public Charter Program

Coversheet

Consent - Board Governance

Section: VII. Consent
Item: A. Consent - Board Governance
Purpose:
Submitted by:
Related Material: Excel Board Onboarding Checklist.docx.pdf
25-26 EACS Board of Directors Manual.pdf
REDLINE 25-26 EACS Board of Directors Manual.pdf
Board of Directors Manual Revisions.pdf

Section 1: Governance & Legal Foundations

✅	Task	Date Completed	Initials
☐	Review EACS' Third Amended Bylaws, including Board powers, meeting procedures, and Brown Act compliance.	_____	_____
☐	Review the Ralph M. Brown Act (Gov. Code §§ 54950–54963) and confirm understanding of open meeting and teleconference rules.	_____	_____
☐	Complete and submit Form 700 (Statement of Economic Interests) within 30 days of assuming office.	_____	_____
☐	Review and sign acknowledgment of Excel Academy's Conflict of Interest Code	_____	_____

Section 2: Oath and Ethics

✅	Task	Date Completed	Initials
☐	Take official Oath of Office administered by Board President or Superintendent.	_____	_____
☐	Review Ethics and Governance Standards, including confidentiality, dignity, and unity of purpose.	_____	_____

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☐ Complete AB 2158 Ethics Training (required for all charter board members effective 2025).	_____	_____

Section 3: Orientation Session

✅ Task	Date Completed	Initials
☐ Attend Board Orientation Meeting (within 30 days of election/appointment).	_____	_____
☐ Review Charter governance structure and Education Code §47604(c) responsibilities.	_____	_____
☐ Meet with Superintendent, CBO, and key staff; review LCAP, mission, and current performance data.	_____	_____
☐ Review Brown Act and Public Records Act overview.	_____	_____

Section 4: Key Policy and Document Review

✅ Task	Date Completed	Initials
☐ Receive Board Manual, Bylaws, Articles of Incorporation, and current LCAP.	_____	_____

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☐ Review Employee and Fiscal Policies.	_____	_____
☐ Review the Charter Petition for mission, outcomes, and governance structure.	_____	_____

Section 5: Compliance & Operations

✅ Task	Date Completed	Initials
☐ Review annual meeting calendar and organizational meeting schedule.	_____	_____
☐ Gain access to Board email and Board on Track portal (note: avoid "reply all" to comply with Brown Act).	_____	_____
☐ Review Board compensation and reimbursement policies.	_____	_____
☐ Sign acknowledgment of confidentiality, communication, and training policies.	_____	_____

Section 6: Training & Continuing Education

✅ Task	Date Completed	Initials

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☐ Attend Brown Act and Charter Governance training (within 90 days).	_____	_____
☐ Complete FPPC Conflict of Interest/Political Reform Act training.	_____	_____
☐ Participate in annual Board self-evaluation and goal setting.	_____	_____

Section 7: Engagement and Follow-Up

✅ Task	Date Completed	Initials
☐ Schedule 1:1 meeting with Board President and Superintendent.	_____	_____
☐ Tour Excel Academy office	_____	_____
☐ Review relationship with charter authorizers	_____	_____

Signatures

Board Member Name: ☐ _____
Date Joined: ☐ *MM/DD/YYYY*

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Board Member Signature: ☐ _____
Date: ☐ *MM/DD/YYYY*

Board President Signature (verifying completion): ☐ _____
Date: ☐ *MM/DD/YYYY*

Tracking Summary (for Secretary Use)

Section	Completion Verified By	Date	Notes
Governance & Legal		_____	
Oath & Ethics		_____	
Orientation		_____	
Policy Review		_____	
Compliance & Ops		_____	
Training		_____	
Engagement		_____	

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BOARD OF DIRECTORS

MANUAL

2025-2026

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ROLE OF THE BOARD

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Superintendent/CEO to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, parents/guardians, students, and staff and is focused on student learning and achievement

1. Establishing an effective and efficient organizational structure for the nonprofit corporation by:
   a. Employing the Superintendent/CEO and setting policy for hiring of other personnel
   b. Overseeing the development and adoption of policies
   c. Establishing academic expectations and adopting the curriculum and instructional materials
   d. Establishing budget priorities and adopting the budget
   e. Providing safe, adequate facilities that support the school's operations

3. Providing support to the Superintendent/CEO and other staff as they carry out the Board's direction by:
   a. Establishing and adhering to standards of responsible governance
   b. Making decisions and providing resources that support the nonprofit corporation priorities and goals
   c. Upholding Board policies
   d. Being knowledgeable about school programs and efforts to serve as effective spokespersons

4. Ensuring accountability to the public for the performance of the school(s) and compliance with the charter(s) by:
   a. Establishing and approving all major educational and operational policies
   b. Approval all major contracts
   c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs
   d. Hearing expulsion recommendations at scheduled Board of Directors' meetings to meet the required timeframe for expulsions
   e. Evaluating the Superintendent/CEO/Superintendent who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
   f. Developing annual goals for the charter school and long range plans with input from the Superintendent/CEO/Superintendent, teachers, and parent/guardian advisory council members
   g. Receiving reports from, and providing recommendations to, the Superintendent/CEO/ relative to long-term strategic planning

h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
i. Evaluating charter school and student performance

5. Providing leadership and advocacy on behalf of students, the educational program, and public education to build support within the local counties and communities.

GOVERNANCE STANDARDS

The Board believes its primary responsibility is to act in the best interests of every student in the school(s). The Board is also committed to parents/guardians, counties, communities, employees, the State of California, the laws pertaining to public education, and established school policies. To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent/CEO to ensure that a high-quality education is provided to each student. Each Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the counties and communities it serves
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent/CEO and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for diverse views in the students, staff, counties and communities it serves to inform Board deliberations.

PUBLIC STATEMENTS

The Board recognizes its members may participate in public discourse on civic or community interest matters, including those involving the nonprofit corporation, and their right to express their personal views. However, to ensure consistent, unified communication regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent/CEO or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan and educational manner consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

Disclosure of Closed Session Information
A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information, unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

Other Disclosures
A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

Other Disclosures (continued)
The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

BOARD MEMBER ELECTRONIC COMMUNICATIONS

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent/CEO sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not use the “reply all” function via email to respond to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation or the school.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent/CEO in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Superintendent/CEO .

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account, or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

LIMITS OF BOARD MEMBER AUTHORITY

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent/CEO . Board members shall refer Board-related correspondence to the Superintendent/CEO for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may be properly considered and handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Superintendent/CEO designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

GUIDING PRINCIPLES FOR THE BOARD OF DIRECTORS

To preserve the collaborative and mission-driven culture of Excel Academy Charter Schools, the Board of Directors embraces the following guiding principles in its members:

- Mission Alignment: Demonstrates a strong commitment to Excel Academy's mission, vision, and personalized learning model.
- Collaborative Leadership: Engages respectfully with diverse perspectives, contributing to healthy dialogue and team cohesion.
- Ethical and Informed Governance: Acts with integrity and adheres to high ethical and governance standards.
- Community and Organizational Awareness: Understands the charter school landscape and the unique needs of the Excel Academy community.
- Unity of Purpose: Builds trust and shared vision, contributing to a positive, purpose-driven Board culture that supports effective decision-making.

STEPS FOR FILLING BOARD VACANCY

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools (Section 6.04), when a vacancy occurs, the Board has the authority to elect a new member. The following procedural steps provide additional guidance:

- Recognize Vacancy: The Board formally acknowledges the vacant position during a Regular or Special Board meeting.
- Advisory Committee Formation: The Board appoints an advisory committee in accordance with the Third Amended Bylaws of Excel Academy Charter Schools. This action requires a Board vote during a Regular or Special Board meeting and is adopted through a formal resolution.
- Candidate Search: The advisory committee identifies qualified individuals through outreach and discussion and provides the Board with a list of recommended candidates. Because shared vision and Board chemistry are important, the search may be informal and based on existing networks rather than a public recruitment.
- Observation and Engagement: Candidate(s) may be invited to attend a Board meeting for a brief introduction and informal conversation or interview with the Board.
- Candidate Feedback: The advisory committee may engage in follow up conversations with candidates after the Board meeting to learn more about their impressions of the Board's operations and culture.
- Election: Deliberation takes place in an open meeting, followed by a majority vote of the directors.

OATH OR AFFIRMATION

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Superintendent/CEO and/or the Board President:

"I, _____ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter."

ORIENTATION & ONBOARDING

The Board recognizes the importance of providing all newly elected Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members are provided an onboarding checklist designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. This onboarding checklist is composed of seven sections:

Section 1: Governance & Legal Foundations
Section 2: Oath & Ethics
Section 3: Orientation Session
Section 4: Key Policy & Document Review
Section 5: Compliance & Operations
Section 6: Training & Continuing Education
Section 7: Engagement & Follow-Up

Section 1: Upon their election, newly elected Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. The Board Member shall review the Brown Act and confirm understanding of open meeting and teleconference rules. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members include the review of Board bylaws, meeting procedures, limits of individual Board member authority, the conduct of Board meetings, legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

Section 2: The newly elected Board member will take the official Oath of Office administered by the Board President or Superintendent. They will additionally review Ethics & Governance Standards, including confidentiality, dignity, and unity of purpose, as well as complete the AB 2158 Ethics Training.

Section 3: Within 30 days of election, the newly elected Board Member will attend one or more Board Orientation Meetings, which may happen during open meetings. Orientation will be designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position in accordance with Education code §47604(c). The Board Member will meet with the Superintendent, CBO, and other key staff to review the nonprofit corporation's vision and goals statements, Local Control and Accountability Plan (LCAP), and other comprehensive plans, student demographic data, student achievement data. The Brown Act and Public Records Act will be reviewed to ensure comprehensive understanding of the Board Member.

ORIENTATION & ONBOARDING (CONT.)

Section 4: The newly elected Board Member will receive the Board of Director's Manual, Bylaws, Articles of Incorporation, Charter Petition and current LCAP. Additionally, the Board Member will review the Employee and Fiscal Policies.

Section 5: The Superintendent/CEO and Secretary of the Corporation will meet with the newly elected Board Member to review the annual meeting calendar and organizational meeting schedule. They will ensure the Board Member gains access to their Board Email and Board on Track Portal. During this time, the Superintendent/CEO and Secretary of the Corporation will review Board compensation and reimbursement policies. The Board Member must sign acknowledgement of confidentiality, communication, and training policies.

Section 6: Within 90 days of election, the new Board Member will attend Brown Act and Charter Governance training, and will complete the FPPC Conflict of Interest/Political Reform Act training. At the appointed Board Meeting, the Board Member will participate in the annual Board self-evaluation and goal setting.

Section 7: The Superintendent/CEO or designee may offer the newly elected Board member a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff. The Superintendent/CEO will review the relationship with the charter authorizers with the new Board Member. Lastly the Superintendent/CEO will schedule a meeting with the Board President and newly elected Board Member to ensure all areas of training and onboarding will be covered.

Upon completion of all seven sections of the Onboarding Checklist, the newly elected Board Member and Board President will sign the Onboarding document to confirm completion, which will be finalized and verified by the Secretary of the Corporation.

Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

BOARD TRAINING

The Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates charter school(s). Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

The Board and/or the Superintendent/CEO or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.

Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent/CEO or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction, so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

REMUNERATION & REIMBURSEMENT

Compensation
Each member of the Board of Directors (Board) may receive a monthly compensation of $650.00.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses
Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the nonprofit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the nonprofit corporation personnel and at the same reimbursement rate.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

BOARD POLICIES

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Superintendent/CEO , and communicate board philosophy and positions to students, staff, parents/guardians, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

BOARD POLICIES (CONT.)

Monitoring and Evaluation
At any time, the Board and Superintendent/CEO or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Superintendent/CEO or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies
The Superintendent/CEO or designee shall provide for public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Superintendent/CEO or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

AGENDA & MEETING MATERIALS

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent/CEO or designee with supporting documents and information.

The Board President and Superintendent/CEO shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Superintendent/CEO shall determine if the item is merely a request for information or whether the issue is covered by an existing policy.

If the Board President and Superintendent/CEO do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Superintendent/CEO shall also decide, in accordance with the Brown Act, whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent/CEO recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

AGENDA & MEETING MATERIALS (CONT.)

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

MEETING CONDUCT

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00am to 4:00pm; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

MEETING CONDUCT (CONT.)

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure

2. A list of the public comments made on agendized items and non-agendized topics

3. The specific language of each motion and the names of the Board members who made and seconded the motion

5. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Superintendent/CEO or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

BOARD SELF EVALUATION

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent/CEO, understanding of Board and Executive Director roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

BOARD SELF EVALUATION (CONT.)

Each year, the Board, with assistance from the Superintendent/CEO, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent/CEO or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, additional training or mentorship.

SUPERINTENDENT/CEO EVALUATION

The Board and Superintendent/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Superintendent/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Superintendent/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Superintendent/CEO present when discussing the final conclusions of an evaluation.

SUPERINTENDENT/CEO SUCCESSION PLANNING

Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Superintendent/CEO is temporarily unable to fulfill their duties due to an emergency or planned short term absence.

1. **Immediate Notification:** The Superintendent/CEO or Assistant Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Superintendent/CEO:** Consult with Human Resources for the name of the Superintendent/CEO's recommended Acting Superintendent/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Superintendent/CEO should continue in the role or if the regular Superintendent/CEO can resume duties.
5. **Transition Back:** Once the Superintendent/CEO resumes duties, a transition plan should be established to ensure a smooth return.

Emergency Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Superintendent/CEO becomes **permanently vacant through unplanned circumstances.** This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Immediate Notification:** The Assistant Director of Human Resources will inform the Board President as soon as possible about the emergent vacancy and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** Convene a Special Board meeting within 48 hours to discuss the situation and potential impact.
3. **Interim Superintendent/CEO:** Consult with Human Resources for the name of the Superintendent/CEO's recommended Interim Superintendent/CEO.
4. **Search Committee:** If needed, appoint an Superintendent/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.
5. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
6. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
7. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
8. **Transition Plan:** Develop a comprehensive transition plan for both the outgoing Interim Superintendent/CEO and incoming Superintendent/CEO

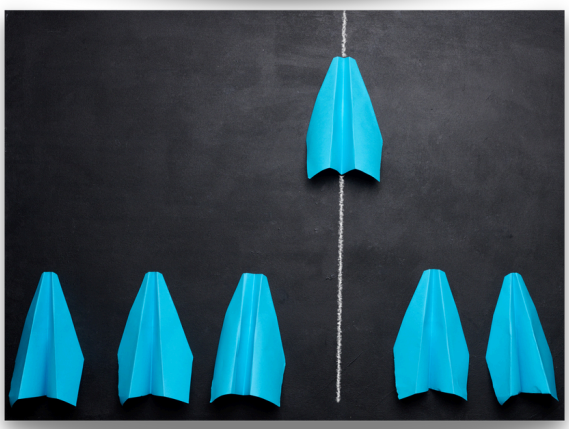
SUPERINTENDENT/CEO SUCCESSION PLANNING (CONT.)

Planned Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Superintendent/CEO becomes vacant through planned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

Option 1 :

During the course of the Superintendent/CEO's active employment, the Superintendent/CEO will develop a formal leadership pipeline to identify and nurture talent at all levels of the organization. The Superintendent/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.



1. **Initial Notice:** The Superintendent/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
4. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
5. **Transition Plan:** The Superintendent/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.

Option 2:

1. **Initial Notice:** The Superintendent/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Search Committee:** If needed, appoint an Superintendent/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.

SUPERINTENDENT/CEO SUCCESSION PLANNING (CONT.)

4. Interviews and Selections: Conduct interviews and select a candidate based on unbiased and predefined criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.

5. Contract Development: Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.

6. Public Announcement: In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.

7. Transition Plan: Develop a comprehensive transition plan for both outgoing and incoming Executive Director/CEO

BOARD OF DIRECTORS

MANUAL

2025-2026

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ROLE OF THE BOARD

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Superintendent/CEO/Executive Director to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, parents/guardians, students, and staff and is focused on student learning and achievement

1. Establishing an effective and efficient organizational structure for the nonprofit corporation by:
    a. Employing the Superintendent/CEO/Executive Director and setting policy for hiring of other personnel
    b. Overseeing the development and adoption of policies
    c. Establishing academic expectations and adopting the curriculum and instructional materials
    d. Establishing budget priorities and adopting the budget
    e. Providing safe, adequate facilities that support the school's operations

3. Providing support to the Superintendent/CEO/Executive Director and other staff as they carry out the Board's direction by:
    a. Establishing and adhering to standards of responsible governance
    b. Making decisions and providing resources that support the nonprofit corporation priorities and goals
    c. Upholding Board policies
    d. Being knowledgeable about school programs and efforts to serve as effective spokespersons

4. Ensuring accountability to the public for the performance of the school(s) and compliance with the charter(s) by:
    a. Establishing and approving all major educational and operational policies
    b. Approval all major contracts
    c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs
    d. Hearing expulsion recommendations at scheduled Board of Directors' meetings to meet the required timeframe for expulsions
    e. Evaluating the Superintendent/CEO/Executive Director who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
    f. Developing annual goals for the charter school and long range plans with input from the Superintendent/CEO/Executive Director, teachers, and parent/guardian advisory council members
    g. Receiving reports from, and providing recommendations to, the Superintendent/CEO/Executive Director relative to long-term strategic planning

h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
i. Evaluating charter school and student performance

5. Providing leadership and advocacy on behalf of students, the educational program, and public education to build support within the local counties and communities.

GOVERNANCE STANDARDS

The Board believes its primary responsibility is to act in the best interests of every student in the school(s). The Board is also committed to parents/guardians, counties, communities, employees, the State of California, the laws pertaining to public education, and established school policies. To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent/CEO/Executive Director to ensure that a high-quality education is provided to each student. Each Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the counties and communities it serves
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent/CEO/Executive Director and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for diverse views in the students, staff, counties and communities it serves to inform Board deliberations.

PUBLIC STATEMENTS

The Board recognizes its members may participate in public discourse on civic or community interest matters, including those involving the nonprofit corporation, and their right to express their personal views. However, to ensure consistent, unified communication regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent/CEO/Executive Director or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan and educational manner consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

Disclosure of Closed Session Information
A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information, unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

Other Disclosures
A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

Other Disclosures (continued)
The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

BOARD MEMBER ELECTRONIC COMMUNICATIONS

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent/CEO/Executive Director sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not use the “reply all” function via email to respond to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation or the school.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent/CEO/Executive Director in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Superintendent/CEO/Executive Director.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account, or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

LIMITS OF BOARD MEMBER AUTHORITY

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent/CEO/Executive Director. Board members shall refer Board-related correspondence to the Superintendent/CEO/Executive Director for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Executive Director or designee so that the problem may be properly considered and handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Superintendent/CEO/Executive Director designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

GUIDING PRINCIPLES FOR THE BOARD OF DIRECTORS

To preserve the collaborative and mission-driven culture of Excel Academy Charter Schools, the Board of Directors embraces the following guiding principles in its members:

- Mission Alignment: Demonstrates a strong commitment to Excel Academy's mission, vision, and personalized learning model.
- Collaborative Leadership: Engages respectfully with diverse perspectives, contributing to healthy dialogue and team cohesion.
- Ethical and Informed Governance: Acts with integrity and adheres to high ethical and governance standards.
- Community and Organizational Awareness: Understands the charter school landscape and the unique needs of the Excel Academy community.
- Unity of Purpose: Builds trust and shared vision, contributing to a positive, purpose-driven Board culture that supports effective decision-making.

STEPS FOR FILLING BOARD VACANCY

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools (Section 6.04), when a vacancy occurs, the Board has the authority to elect a new member. The following procedural steps provide additional guidance:

- Recognize Vacancy: The Board formally acknowledges the vacant position during a Regular or Special Board meeting.
- Advisory Committee Formation: The Board appoints an advisory committee in accordance with the Third Amended Bylaws of Excel Academy Charter Schools. This action requires a Board vote during a Regular or Special Board meeting and is adopted through a formal resolution.
- Candidate Search: The advisory committee identifies qualified individuals through outreach and discussion and provides the Board with a list of recommended candidates. Because shared vision and Board chemistry are important, the search may be informal and based on existing networks rather than a public recruitment.
- Observation and Engagement: Candidate(s) may be invited to attend a Board meeting for a brief introduction and informal conversation or interview with the Board.
- Candidate Feedback: The advisory committee may engage in follow up conversations with candidates after the Board meeting to learn more about their impressions of the Board's operations and culture.
- Election: Deliberation takes place in an open meeting, followed by a majority vote of the directors.

OATH OR AFFIRMATION

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Superintendent/CEO/Executive Director and/or the Board President:

"I, _____ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter."

ORIENTATION & ONBOARDING

The Board recognizes the importance of providing all newly elected Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members are provided an ~~orientation~~ onboarding checklist designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. ~~Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.~~ This onboarding checklist is composed of seven sections:

Section 1: Governance & Legal Foundations
Section 2: Oath & Ethics
Section 3: Orientation Session
Section 4: Key Policy & Document Review
Section 5: Compliance & Operations
Section 6: Training & Continuing Education
Section 7: Engagement & Follow-Up

Section 1: Upon their election, newly elected Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. The Board Member shall review the Brown Act and confirm understanding of open meeting and teleconference rules. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members include the review of Board bylaws, meeting procedures, limits of individual Board member authority, the conduct of Board meetings, legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

Section 2: The newly elected Board member will take the official Oath of Office administered by the Board President or Superintendent. They will additionally review Ethics & Governance Standards, including confidentiality, dignity, and unity of purpose, as well as complete the AB 2158 Ethics Training.

Section 3: Within 30 days of election, the newly elected Board Member will attend one or more Board Orientation Meetings, which may happen during open meetings. Orientation will be designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position in accordance with Education code §47604(c). The Board Member will meet with the Superintendent, CBO, and other key staff to review the nonprofit corporation's vision and goals statements, Local Control and Accountability Plan (LCAP), and other comprehensive plans, student demographic data, student achievement data. The Brown Act and Public Records Act will be reviewed to ensure comprehensive understanding of the Board Member.

ORIENTATION & ONBOARDING (CONT.)

Section 4: The newly elected Board Member will receive the Board of Director's Manual, Bylaws, Articles of Incorporation, Charter Petition and current LCAP. Additionally, the Board Member will review the Employee and Fiscal Policies.

Section 5: The Superintendent/CEO and Secretary of the Corporation will meet with the newly elected Board Member to review the annual meeting calendar and organizational meeting schedule. They will ensure the Board Member gains access to their Board Email and Board on Track Portal. During this time, the Superintendent/CEO and Secretary of the Corporation will review Board compensation and reimbursement policies. The Board Member must sign acknowledgement of confidentiality, communication, and training policies.

Section 6: Within 90 days of election, the new Board Member will attend Brown Act and Charter Governance training, and will complete the FPPC Conflict of Interest/Political Reform Act training. At the appointed Board Meeting, the Board Member will participate in the annual Board self-evaluation and goal setting.

Section 7: The Superintendent/CEO or designee may offer the newly elected Board member a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff. The Superintendent/CEO will review the relationship with the charter authorizers with the new Board Member. Lastly the Superintendent/CEO will schedule a meeting with the Board President and newly elected Board Member to ensure all areas of training and onboarding will be covered.

Upon completion of all seven sections of the Onboarding Checklist, the newly elected Board Member and Board President will sign the Onboarding document to confirm completion, which will be finalized and verified by the Secretary of the Corporation.

Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

~~As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Superintendent/CEO/Executive Director and other staff. The Board President and the Superintendent/CEO/Executive Director or designee shall develop an agenda for the meeting(s) and identify resources useful for incoming Board members.~~

~~Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.~~

~~In addition, the Superintendent/CEO/Executive Director or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control and accountability plan and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.~~

~~The Superintendent/CEO/Executive Director or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff.~~

~~Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.~~

BOARD TRAINING

The Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates charter school(s). Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

The Board and/or the Superintendent/CEO/Executive Director or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.

Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent/CEO/Executive Director or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction, so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

REMUNERATION & REIMBURSEMENT

Compensation
Each member of the Board of Directors (Board) may receive a monthly compensation of $650.00.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses
Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the nonprofit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the nonprofit corporation personnel and at the same reimbursement rate.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

BOARD POLICIES

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Superintendent/CEO/Executive Director, and communicate board philosophy and positions to students, staff, parents/guardians, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

BOARD POLICIES (CONT.)

Monitoring and Evaluation
At any time, the Board and Superintendent/CEO/Executive Director or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Superintendent/CEO/Executive Director or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies
The Superintendent/CEO/Executive Director or designee shall provide for public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Superintendent/CEO/Executive Director or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

AGENDA & MEETING MATERIALS

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent/CEO/Executive Director or designee with supporting documents and information.

The Board President and Superintendent/CEO/Executive Director shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Superintendent/CEO/Executive Director shall determine if the item is merely a request for information or whether the issue is covered by an existing policy.

If the Board President and Superintendent/CEO/Executive Director do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Superintendent/CEO/Executive Director shall also decide, in accordance with the Brown Act, whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent/CEO/Executive Director recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

AGENDA & MEETING MATERIALS (CONT.)

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Executive Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

MEETING CONDUCT

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00am to 4:00pm; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

MEETING CONDUCT (CONT.)

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure

2. A list of the public comments made on agendized items and non-agendized topics

3. The specific language of each motion and the names of the Board members who made and seconded the motion

5. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Superintendent/CEO/Executive Director or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

BOARD SELF EVALUATION

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent/CEO/Executive Director, understanding of Board and Executive Director roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

BOARD SELF EVALUATION (CONT.)

Each year, the Board, with assistance from the Superintendent/CEO/Executive Director, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent/CEO/Executive Director or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, additional training or mentorship.

EXECUTIVE DIRECTOR/CEO EVALUATION

The Board and Executive Director/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Executive Director/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Executive Director/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Executive Director/CEO present when discussing the final conclusions of an evaluation.

EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING

Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Executive Director/CEO is temporarily unable to fulfill their duties due to an emergency or planned short term absence.

1. **Immediate Notification:** The Executive Director/CEO or Assistant Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Executive Director/CEO:** Consult with Human Resources for the name of the Executive Director/CEO's recommended Acting Executive Director/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Executive Director/CEO should continue in the role or if the regular Executive Director/CEO can resume duties.
5. **Transition Back:** Once the Executive Director/CEO resumes duties, a transition plan should be established to ensure a smooth return.

Emergency Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Executive Director/CEO becomes **permanently vacant through unplanned circumstances.** This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Immediate Notification:** The Assistant Director of Human Resources will inform the Board President as soon as possible about the emergent vacancy and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** Convene a Special Board meeting within 48 hours to discuss the situation and potential impact.
3. **Interim Executive Director/CEO:** Consult with Human Resources for the name of the Executive Director/CEO's recommended Interim Executive Director/CEO.
4. **Search Committee:** If needed, appoint an Executive Director/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.
5. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
6. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
7. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
8. **Transition Plan:** Develop a comprehensive transition plan for both the outgoing Interim Executive Director/CEO and incoming Executive Director/CEO

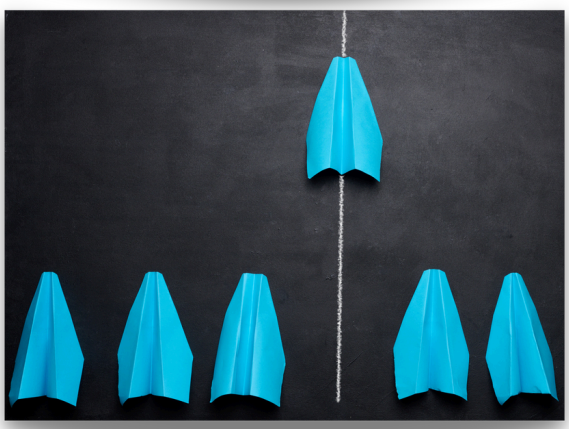
EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING (CONT.)

Planned Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Executive Director/CEO becomes vacant through planned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

Option 1 :

During the course of the Executive Director/CEO's active employment, the Executive Director/CEO will develop a formal leadership pipeline to identify and nurture talent at all levels of the organization. The Executive Director/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.



1. **Initial Notice:** The Executive Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
4. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
5. **Transition Plan:** The Executive Director/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.

Option 2:

1. **Initial Notice:** The Executive Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Search Committee:** If needed, appoint an Executive Director/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.

EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING (CONT.)

4. Interviews and Selections: Conduct interviews and select a candidate based on unbiased and predefined criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.

5. Contract Development: Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.

6. Public Announcement: In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.

7. Transition Plan: Develop a comprehensive transition plan for both outgoing and incoming Executive Director/CEO

BOARD OF DIRECTORS
MANUAL REVISIONS

December 11, 2025

EXCEL ACADEMY CHARTER SCHOOLS BOARD BYLAWS

Section 6.04 Election of Directors

Unless an alternative process is adopted or implemented by the Board, candidates shall be nominated, evaluated and elected as follows:

(a) The Board will appoint an advisory committee to identify qualified candidates for election to the Board and will endeavor to appoint the committee at least thirty (30) days before any election of Director(s). The committee will prepare and provide the Board a list of qualified candidates nominated by the committee and will endeavor to complete and provide the Board such list at least seven (7) days before the election or at such other time as the Board may direct. If available at the time, the Secretary shall also provide the Board with a copy of the list when sending notice of the meeting at which the election will be held, or as soon as possible thereafter.

(b) Directors shall be elected by a majority vote of the Directors then in office, typically at the Board's annual meeting. All Directors shall have full voting rights.

BOARD OF DIRECTORS MANUAL (PROPOSED LANGUAGE)

Guiding Principles for the Board of Directors

To preserve the collaborative and mission-driven culture of Excel Academy Charter Schools, the Board of Directors embraces the following guiding principles in its members:

- **Mission Alignment:** Demonstrates a strong commitment to Excel Academy's mission, vision, and personalized learning model.
- **Collaborative Leadership**: Engages respectfully with diverse perspectives, contributing to healthy dialogue and team cohesion.
- **Ethical and Informed Governance:** Acts with integrity and adheres to high ethical and governance standards.
- **Community and Organizational Awareness**: Understands the charter school landscape and the unique needs of the Excel Academy community.
- **Unity of Purpose**: Builds trust and shared vision, contributing to a positive, purpose-driven Board culture that supports effective decision-making.

BOARD OF DIRECTORS MANUAL (PROPOSED LANGUAGE)

Steps for Filling Board Vacancy

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools (Section 6.04), when a vacancy occurs, the Board has the authority to elect a new member. The following procedural steps provide additional guidance:

- **Recognize Vacancy:** The Board formally acknowledges the vacant position during a Regular or Special Board meeting.
- **Advisory Committee Formation:** The Board appoints an advisory committee in accordance with the Third Amended Bylaws of Excel Academy Charter Schools. This action requires a Board vote during a Regular or Special Board meeting and is adopted through a formal resolution.
- **Candidate Search:** The advisory committee identifies qualified individuals through outreach and discussion and provides the Board with a list of recommended candidates. Because shared vision and Board chemistry are important, the search may be informal and based on existing networks rather than a public recruitment.
- **Observation and Engagement:** Candidate(s) may be invited to attend a Board meeting for a brief introduction and informal conversation or interview with the Board.
- **Candidate Feedback:** The advisory committee may engage in follow up conversations with candidates after the Board meeting to learn more about their impressions of the Board's operations and culture.
- **Election:** Deliberation takes place in an open meeting, followed by a majority vote of the directors.

BOARD OF DIRECTORS MANUAL (PROPOSED LANGUAGE)

Orientation & Onboarding

The Board recognizes the importance of providing all newly elected Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members are provided an onboarding checklist designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. This onboarding checklist is composed of seven sections:

Section 1: Governance & Legal Foundations
Section 2: Oath & Ethics
Section 3: Orientation Session
Section 4: Key Policy & Document Review
Section 5: Compliance & Operations
Section 6: Training & Continuing Education
Section 7: Engagement & Follow-Up

Section 1: Upon their election, newly elected Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. The Board Member shall review the Brown Act and confirm understanding of open meeting and teleconference rules. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members include the review of Board bylaws, meeting procedures, limits of individual Board member authority, the conduct of Board meetings, legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

BOARD OF DIRECTORS MANUAL (PROPOSED LANGUAGE)

Orientation & Onboarding

Section 2: The newly elected Board member will take the official Oath of Office administered by the Board President or Superintendent. They will additionally review Ethics & Governance Standards, including confidentiality, dignity, and unity of purpose, as well as complete the AB 2158 Ethics Training.

Section 3: Within 30 days of election, the newly elected Board Member will attend one or more Board Orientation Meetings, which may happen during open meetings. Orientation will be designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position in accordance with Education code §47604(c). The Board Member will meet with the Superintendent, CBO, and other key staff to review the nonprofit corporation's vision and goals statements, Local Control and Accountability Plan (LCAP), and other comprehensive plans, student demographic data, student achievement data. The Brown Act and Public Records Act will be reviewed to ensure comprehensive understanding of the Board Member.

Section 4: The newly elected Board Member will receive the Board of Director's Manual, Bylaws, Articles of Incorporation, Charter Petition and current LCAP. Additionally, the Board Member will review the Employee and Fiscal Policies.

Section 5: The Superintendent/CEO and Secretary of the Corporation will meet with the newly elected Board Member to review the annual meeting calendar and organizational meeting schedule. They will ensure the Board Member gains access to their Board Email and Board on Track Portal. During this time, the Superintendent/CEO and Secretary of the Corporation will review Board compensation and reimbursement policies. The Board Member must sign acknowledgement of confidentiality, communication, and training policies.

BOARD OF DIRECTORS MANUAL (PROPOSED LANGUAGE)

Orientation & Onboarding

Section 6: Within 90 days of election, the new Board Member will attend Brown Act and Charter Governance training, and will complete the FPPC Conflict of Interest/Political Reform Act training. At the appointed Board Meeting, the Board Member will participate in the annual Board self-evaluation and goal setting.

Section 7: The Superintendent/CEO or designee may offer the newly elected Board member a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff. The Superintendent/CEO will review the relationship with the charter authorizers with the new Board Member. Lastly the Superintendent/CEO will schedule a meeting with the Board President and newly elected Board Member to ensure all areas of training and onboarding will be covered.

Upon completion of all seven sections of the Onboarding Checklist, the newly elected Board Member and Board President will sign the Onboarding document to confirm completion, which will be finalized and verified by the Secretary of the Corporation.

Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

Coversheet

Consent - Business/Financial Services

Section: VII. Consent
Item: B. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Check register 100125.pdf
Check register 110125.pdf
10.10.25 Semi Monthly Cash Requirement Rpt..pdf
10.24.25 Semi Monthly Cash Requirement Rpt..pdf
10.24.25 Monthly Cash Requirement Rpt..pdf
11.10.25 Semi Monthly Cash Requirement Rpt..pdf
11.26.25 Semi Monthly Cash Requirement Rpt..pdf
11.26.25 Monthly Cash Requirement Rpt..pdf
EXCEL ACADEMY 2026 CONTRACT FOR SERVICES (1).pdf
Invoice_2493_from_Charter_Connect.pdf

BACKGROUND:

Background: Charter Connect is an organization that collaborates with Excel Academy in setting up a marketing plan for the school to boost website traffic, enrollment, and visibility. Excel Academy uses Charter Connect to analyze our SEO, improve our internet visibility and website performance, implement and analyze Google Ads, and run analytics on how our marketing process is performing. Excel Academy would like to renew Charter Connect's services to keep the school's visibility and appeal competitive in the charter landscape, as they have been successfully achieving since 2022.

Fiscal Impact: $13,750

Warner: $8,525

Helendale: $5,225

Company name: Excel Academy Charter Schools
Report name: Check register
Locations: 2053--Excel Academy Charter School - Warner & 2073--Excel Academy Charter School - Helendale

Bank	Date	Bill date	Bill no.	Vendor	GL account or account label	Method	Document no.	Amount	Amount applied	Memo	Department	Location
CHASE 9313 - Chase Bank	**Account no: 215769313**											
	10/1/2025	9/15/2025	001082048C	6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	3,906.31	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	779.47	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	477.72	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	197.13	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	120.82	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	50,978.90	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	31,244.80	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6803--Anthem Blue Cross	3990--PY Benefit Adjustments	EFT	12803665	94,078.64	6,373.49	10.01.25-10.31.25 H&W Benefits - Anthem	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
	10/1/2025	9/15/2025	5.64852E+11	6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	2,547.33	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	1,561.27	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	1,039.73	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	637.25	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	6,862.17	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	4,205.89	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	24,901.45	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6802--Kaiser Foundation Health Plan - CA	3990--PY Benefit Adjustments	EFT	692960	57,017.30	15,262.21	10.01.25-10.31.25 H&W Benefits - Kaiser HMO	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
	10/1/2025	9/10/2025	10191659	6776--Kaiser Foundation Health Plan - HI	3401--Health Care Certificated	EFT	692958	1,433.11	544.58	H&W Benefits - L Ulmer - 10.01.25-10.31.25	907--Special Education	2073--Excel Academy Charter School - Helendale
				6776--Kaiser Foundation Health Plan - HI	3401--Health Care Certificated	EFT	692958	1,433.11	888.53	H&W Benefits - L Ulmer - 10.01.25-10.31.25	907--Special Education	2053--Excel Academy Charter School - Warner
	10/1/2025	9/15/2025	6804-100125	6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	334.41	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	205.07	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	5.63	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	8.41	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	3.45	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	1,577.34	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	966.89	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6804--Guardian	3990--PY Benefit Adjustments	EFT		3,114.93	13.73	10.01.25-10.31.25 H&W Benefits-Guardian	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
	10/6/2025	9/26/2025	5050-092625	5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	493.98	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	1,274.29	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	2,080.58	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5050--Berkshire Hathaway Homestate Companie	5860--Service Fees	EFT		4,294.76	1.95	mp - Chargable Wages for MPR ending 09.30.25	901--Human Resources	2053--Excel Academy Charter School - Warner
				5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	25.91	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	302.63	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	45.36	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	42.28	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5050--Berkshire Hathaway Homestate Companie	3990--PY Benefit Adjustments	EFT		4,294.76	27.78	mp - Chargable Wages for MPR ending 09.30.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
	10/10/2025	10/4/2025	599218632	5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	260.68	WOOD, LORRIE - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	425.32	WOOD, LORRIE - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	15.20	CRAVEN, HEATHER - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	11.40	ROGERS, SHONDRA - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	145.70	PLATLER, KIMBERLY - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	23.76	MENDEZ, CINDY - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	24.80	CRAVEN, HEATHER - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	38.76	MENDEZ, CINDY - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	89.30	PLATLER, KIMBERLY - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				5117--Connect Your Care - FSA	9516--Voluntary FSA	EFT		1,053.52	18.60	ROGERS, SHONDRA - FSA - 09.26.25-10.03.25	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
	10/10/2025	10/10/2025	5370-101025	5370--SchoolsFirst	9517--Voluntary 403b	EFT		1,357.01	841.35	403B/457B - 10.10.25 PR	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5370--SchoolsFirst	9517--Voluntary 403b	EFT		1,357.01	515.66	403B/457B - 10.10.25 PR	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/7/2025	B-2612241541	5745--Mathnasium of Mira Mesa/Scripps Ranch	5880--Instructional Vendors &	EFT	105137	229.00	229.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	8/26/2025	7029171488	1196--Savvas Learning Company LLC	4100--Textbooks & Core Curricu	EFT	105181	43.46	43.46		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	8/26/2025	7029171494	1196--Savvas Learning Company LLC	4100--Textbooks & Core Curricu	EFT	105199	34.65	34.65		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/8/2025	26-01292	5917--San Joaquin County Office of Education	4350--Other Supplies - Materia	EFT	105205	34.20	34.20		907--Special Education	2053--Excel Academy Charter School - Warner
	10/10/2025	9/1/2025	090125-99	1270--Easy Grammar Systems	4100--Textbooks & Core Curricu	EFT	105121	32.95	32.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/5/2025	SI-260544	1978--The Logic of English	4100--Textbooks & Core Curricu	EFT	105189	29.99	29.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/5/2025	91938075	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	105101	28.22	28.22		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	8/29/2025	694739	1179--Home Science Tools	4310--Materials & Supplies	EFT	105149	14.68	14.68		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/3/2025	547842	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	105185	96.87	96.87		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/30/2025	B-2612252620	6493--Bridge Learning Center	5880--Instructional Vendors &	EFT	105117	93.00	93.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/2/2025	B-2612241532	5586--Master Jin's Sky Martial Arts	5880--Instructional Vendors &	EFT	105170	84.00	84.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	10/3/2025	B-2612253802	6642--Village Education Centers LLC	5880--Instructional Vendors &	EFT	105136	80.00	80.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/6/2025	11881	2699--Nicole the Math Lady, LLC.	4100--Textbooks & Core Curricu	EFT	105190	79.00	79.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/5/2025	65983	1211--Teaching Textbooks	4100--Textbooks & Core Curricu	EFT	105158	77.58	77.58		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/17/2025	B-2612241427	6049--Blossom Hill Ranch LLC	5880--Instructional Vendors &	EFT	105182	75.00	75.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	8/29/2025	INVISI1178	1350--DriversEd.Com	4100--Textbooks & Core Curricu	EFT	105124	74.34	74.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/14/2025	B-2612241563	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	EFT	105129	74.25	74.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/6/2025	B-2612241489	3278--Joobilo, LLC	5880--Instructional Vendors &	EFT	105155	65.00	65.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/5/2025	B-2612241429	5962--Bright Star Learners Academy, LLC	5880--Instructional Vendors &	EFT	105103	55.00	55.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	10/1/2025	B-2612253417	6815--Dasana Sports	5880--Instructional Vendors &	EFT	105179	50.00	50.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/3/2025	547885	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	105173	49.67	49.67		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	8/29/2025	INV240200	5298--Learning Without Tears	4100--Textbooks & Core Curricu	EFT	105108	44.90	11.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		9/2/2025	INV240256	5298--Learning Without Tears	4100--Textbooks & Core Curricu	EFT	105108	44.90	33.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	8/26/2025	NS-20557	5826--NOEO Science	4100--Textbooks & Core Curricu	EFT	105144	44.45	44.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/5/2025	B-2612241257	6570--Atos Jiu-Jitsu Beaumont	5880--Instructional Vendors &	EFT	105163	199.00	199.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/30/2025	B-2612253481	6793--Learning Wins	5880--Instructional Vendors &	EFT	105116	196.00	196.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	9/9/2025	53088	2484--Pandia Press	4100--Textbooks & Core Curricu	EFT	105153	195.10	195.10		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/3/2025	B-2612241549	6029--Music History Hall	5880--Instructional Vendors &	EFT	105169	195.00	195.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/2/2025	1287	2291--Start ASL	4100--Textbooks & Core Curricu	EFT	105119	188.50	188.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/10/2025	10/1/2025	B-2612252483	3084--123 Rock School of Music	5880--Instructional Vendors &	EFT	105133	160.00	160.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/6/2025	11873	2699--Nicole the Math Lady, LLC.	4100--Textbooks & Core Curricu	EFT	105176	158.00	79.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		9/6/2025	11883	2699--Nicole the Math Lady, LLC.	4100--Textbooks & Core Curricu	EFT	105176	158.00	79.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	8/21/2025	9524	1260--McRuffy Press LLC	4100--Textbooks & Core Curricu	EFT	105184	152.80	112.90		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		8/23/2025	9554	1260--McRuffy Press LLC	4100--Textbooks & Core Curricu	EFT	105184	152.80	39.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/4/2025	37750	2445--Beautiful Feet Books, Inc.	4100--Textbooks & Core Curricu	EFT	105138	150.05	95.42		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		9/3/2025	37653	2445--Beautiful Feet Books, Inc.	4310--Materials & Supplies	EFT	105138	150.05	24.36		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		9/4/2025	37790	2445--Beautiful Feet Books, Inc.	4100--Textbooks & Core Curricu	EFT	105138	150.05	30.27		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/10/2025	9/2/2025	B-2612241430	1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	105174	146.25	31.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
				1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	105174	146.25	115.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

Company name: Excel Academy Charter Schools
Report name: Check register
Locations: 2053--Excel Academy Charter School - Warner & 2073--Excel Academy Charter School - Helendale

Bank	Date	Bill date	Bill no.	Vendor	GL account or account label	Method	Document no.	Amount	Amount applied	Memo	Department	Location
CHASE 9313 - Chase Bank	**Account no: 215769313**											
	11/3/2025	10/1/2025	33881	3031--Essentials in Writing	4100--Textbooks & Core Curricu	EFT	105466	44.95	44.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/10/2025	38774	6848--Canion Creations LLC	4100--Textbooks & Core Curricu	EFT	105524	44.00	27.28		918--Virtual Education	2053--Excel Academy Charter School - Warner
				6848--Canion Creations LLC	4100--Textbooks & Core Curricu	EFT	105524	44.00	16.72		918--Virtual Education	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/1/2025	60950.75	1102--Classical Historian	4100--Textbooks & Core Curricu	EFT	105465	36.98	36.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	9/24/2025	956394869	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	105530	31.05	31.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/1/2025	1.38633E+11	1191--McGraw Hill LLC	4100--Textbooks & Core Curricu	EFT	105462	28.94	28.94		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/23/2025	B-2612282315	5971--Homeschool Enrichment Services	5880--Instructional Vendors &	EFT	105479	28.00	28.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/28/2025	B-2612287721	5820--Fundamental Chess Academy, Inc.	5880--Instructional Vendors &	EFT	105498	27.50	27.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/1/2025	8657	6797--Auto Upkeep	4100--Textbooks & Core Curricu	EFT	105453	25.00	25.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	9/30/2025	INV243372	5298--Learning Without Tears	4100--Textbooks & Core Curricu	EFT	105449	24.79	24.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/9/2025	314797095	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	105526	24.13	14.96		917--Secondary Education	2053--Excel Academy Charter School - Warner
				5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	105526	24.13	9.17		917--Secondary Education	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/9/2025	707889	1179--Home Science Tools	4310--Materials & Supplies	EFT	105482	15.68	15.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/7/2025	314514536	5395--TeachersPayTeachers	4310--Materials & Supplies	EFT	105473	4.95	4.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	9/24/2025	956394868	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	105493	165.95	20.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		9/15/2025	956387493	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	105493	165.95	82.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		9/3/2025	956378245	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	105493	165.95	31.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		8/29/2025	956374739	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	105493	165.95	30.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	9/16/2025	56534	5122--Crafty School Crates	4100--Textbooks & Core Curricu	EFT	105491	171.65	171.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	8/20/2025	956363961	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	105458	166.00	82.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		8/20/2025	956363962	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	105458	166.00	83.08		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/6/2025	4477	2949--Kids Immersion, LLC	4100--Textbooks & Core Curricu	EFT	105527	149.00	149.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	9/23/2025	938221	5016--All About Learning Press, Inc	4100--Textbooks & Core Curricu	EFT	105460	139.20	139.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/11/2025	23865	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	EFT	105489	111.52	111.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/1/2025	318050	2899--Mystery Science, Inc.	4100--Textbooks & Core Curricu	EFT	105521	109.00	109.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	9/29/2025	30096709	4321--NCS Pearson Inc.	4350--Other Supplies - Materia	EFT	105525	108.65	41.29		907--Special Education	2073--Excel Academy Charter School - Helendale
				4321--NCS Pearson Inc.	4350--Other Supplies - Materia	EFT	105525	108.65	67.36		907--Special Education	2053--Excel Academy Charter School - Warner
	11/3/2025	10/6/2025	9.99102E+11	5089--Cengage Learning	4100--Textbooks & Core Curricu	EFT	105497	107.75	107.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/1/2025	SI-265113	1978--The Logic of English	4310--Materials & Supplies	EFT	105490	106.38	19.44		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				1978--The Logic of English	4100--Textbooks & Core Curricu	EFT	105490	106.38	86.94		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/27/2025	B-2612285798	1835--Huckleberry Center for Creative Learning	5880--Instructional Vendors &	EFT	105475	105.34	105.34		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/4/2025	2842674789	1376--EMH Sports USA, Inc.	5100--SpEd Consultants and Ven	EFT	105487	105.00	105.00	APE Services Sept. 25	907--Special Education	2053--Excel Academy Charter School - Warner
	11/3/2025	10/7/2025	316638	1293--Beyond the Page	4100--Textbooks & Core Curricu	EFT	105501	95.80	95.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/21/2025	B-2612279346	6473--Music Speaks Studio LLC	5880--Instructional Vendors &	EFT	105442	90.00	90.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/28/2025	B-2612287719	6733--California School of Music LLC	5880--Instructional Vendors &	EFT	105511	83.34	83.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/11/2025	23864	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	EFT	105507	75.98	28.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		10/11/2025	23894	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	EFT	105507	75.98	46.99		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	9/14/2025	B-2612241563	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	EFT	105469	74.25	74.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/8/2025	1903192065	5664--Infinity Kids Corporation	5100--SpEd Consultants and Ven	EFT	105505	71.50	71.50	PT Services Sept 25	907--Special Education	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/3/2025	6394745	5059--Blick Art Material	4310--Materials & Supplies	EFT	105456	68.10	68.10		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	9/30/2025	79929	1224--Oak Meadow Inc	4100--Textbooks & Core Curricu	EFT	105444	66.50	66.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	9/25/2025	1.38549E+11	1191--McGraw Hill LLC	4100--Textbooks & Core Curricu	EFT	105528	62.17	62.17		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/6/2025	1.38699E+11	1191--McGraw Hill LLC	4100--Textbooks & Core Curricu	EFT	105514	58.35	58.35		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/13/2025	552215	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	105523	48.43	48.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/10/2025	D244	6218--Plant Magic Club	4310--Materials & Supplies	EFT	105529	315.55	315.55		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	9/30/2025	705355	1179--Home Science Tools	4310--Materials & Supplies	EFT	105443	302.68	19.53		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		9/30/2025	705353	1179--Home Science Tools	4310--Materials & Supplies	EFT	105443	302.68	170.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		9/30/2025	705354	1179--Home Science Tools	4310--Materials & Supplies	EFT	105443	302.68	112.63		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/9/2025	1.38688E+11	1191--McGraw Hill LLC	4100--Textbooks & Core Curricu	EFT	105480	297.34	297.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/8/2025	540998	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	105532	292.85	48.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		10/28/2025	551031	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	105532	292.85	97.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		10/13/2025	552217	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	105532	292.85	48.88		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		10/8/2025	540938	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	105532	292.85	97.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	9/29/2025	0929250-1	6868--The National Literacy Professional Develo	5895--Professional Development	EFT	105531	289.00	179.18		908--Intervention/Title I	2053--Excel Academy Charter School - Warner
				6868--The National Literacy Professional Develo	5895--Professional Development	EFT	105531	289.00	109.82		908--Intervention/Title I	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/1/2025	SI-265125	1978--The Logic of English	4100--Textbooks & Core Curricu	EFT	105508	283.61	283.61		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/6/2025	9855	1260--McRuffy Press LLC	4100--Textbooks & Core Curricu	EFT	105519	281.80	107.90		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		10/8/2025	9860	1260--McRuffy Press LLC	4100--Textbooks & Core Curricu	EFT	105519	281.80	173.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/23/2025	B-2612282320	6823--Sparks Enrichment	5880--Instructional Vendors &	EFT	105500	280.13	280.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/22/2025	B-2612279339	1626--American Martial Arts Academy Placentia	5880--Instructional Vendors &	EFT	105467	258.00	258.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/8/2025	1639793	2536--TalkBox.Mom	4100--Textbooks & Core Curricu	EFT	105477	257.94	257.94		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/27/2025	B-2612285790	6185--Adage Dance Center LLC	5880--Instructional Vendors &	EFT	105476	250.00	250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/3/2025	10/15/2025	B-2612279345	v3068--Mr. D Math, LLC	5880--Instructional Vendors &	EFT	105448	247.00	247.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/3/2025	10/3/2025	314130382	5395--TeachersPayTeachers	4310--Materials & Supplies	EFT	105468	231.40	28.90		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		10/1/2025	313842145	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	105468	231.40	63.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		10/1/2025	313842394	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	105468	231.40	103.72		910--Instructional Funds	2053--Excel Academy Charter School - Warner

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 01B458B26
Period Ending: 09/30/2025
Check Date: 10/10/2025

Client: 10056 EIN: 47-4121751

PAYCOM Impound Date: 10/09/2025

A wire request for $38,191.31 will be sent to your bank on 10/08/2025

Items

Checks / Vouchers	15
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		585.60
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Additional Services		73.55
Total Billing		696.40

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,736.46	1,736.46	3,472.92
Medicare	523.11	523.11	1,046.22
Federal W/H Tax	2,106.39		2,106.39
California W/H Next Day	1,045.78		1,045.78
California SDI Next Day	440.97		440.97
California ETT Qtrly		7.34	7.34
California SUTA		191.16	191.16
Total Tax Deposits	5,852.71	2,458.07	8,310.78

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	27,374.16
Direct Deposit Distribution - Paycom Pay	1,809.97
Taxes - PAYCOM Resp.	8,310.78
Payroll Fee	696.40
Total Paycom Cash Requirements	38,191.31

Total Cash Requirements

38,191.31

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 8B3EA66B7
Period Ending: 10/15/2025
Check Date: 10/24/2025
PAYCOM Impound Date: 10/23/2025

Client: 10056 EIN: 47-4121751

A wire request for $36,980.94 will be sent to your bank on 10/22/2025

Items

Checks / Vouchers	15
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		585.60
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Total Billing		622.85

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,651.61	1,651.61	3,303.22
Medicare	506.83	506.83	1,013.66
Federal W/H Tax	1,966.45		1,966.45
California W/H Next Day	986.09		986.09
California SDI Next Day	427.50		427.50
California ETT Qtrly		6.41	6.41
California SUTA		166.30	166.30
Total Tax Deposits	5,538.48	2,331.15	7,869.63

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	26,714.10
Direct Deposit Distribution - Paycom Pay	1,774.36
Taxes - PAYCOM Resp.	7,869.63
Payroll Fee	622.85
Total Paycom Cash Requirements	36,980.94

Total Cash Requirements

36,980.94

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: AD4B5AE1C
Period Ending: 10/31/2025
Check Date: 10/24/2025
PAYCOM Impound Date: 10/23/2025

Client: 10056 EIN: 47-4121751

A wire request for $980,227.07 will be sent to your bank on 10/22/2025

Items

Checks / Vouchers	133
Additional Direct Deposit Accounts	18

Billing

Check Processing/Tax Service	2,359.22
Direct Deposit	11.50
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	20.00
Total Billing	2,420.72

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	6,048.41	6,048.41	12,096.82
Medicare	15,495.50	15,495.50	30,991.00
Federal W/H Tax	85,994.12		85,994.12
California W/H Next Day	43,314.03		43,314.03
California SDI Next Day	12,591.65		12,591.65
California ETT Qtrly		1.41	1.41
California SUTA		36.65	36.65
Hawaii W/H Semiweekly	766.31		766.31
Oregon W/C Tax EE	1.71		1.71
Oregon W/C Tax ER		1.71	1.71
Oregon W/H Next Day	587.33		587.33
Oregon EE PFML	47.66		47.66
Oregon Transit Tax	7.94		7.94
Oregon ER PFML		31.77	31.77
Total Tax Deposits	164,854.66	21,615.45	186,470.11

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	758,612.51
Direct Deposit Distribution - Paycom Pay	31,762.78
Taxes - PAYCOM Resp.	186,470.11
Payroll Fee	2,420.72

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: AD4B5AE1C
Period Ending: 10/31/2025
Check Date: 10/24/2025
PAYCOM Impound Date: 10/23/2025

Client: 10056 EIN: 47-4121751

A wire request for $980,227.07 will be sent to your bank on 10/22/2025

Garnishment Checks - Paycom Pay	960.95
Total Paycom Cash Requirements	980,227.07
Total Cash Requirements	980,227.07

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 89B6BAE90
Period Ending: 10/31/2025
Check Date: 11/10/2025

Client: 10056 EIN: 47-4121751

PAYCOM Impound Date: 11/07/2025

A wire request for $39,368.85 will be sent to your bank on 11/06/2025

Items

Checks / Vouchers	15
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		585.60
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Additional Services		38.00
Total Billing		660.85

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,775.11	1,775.11	3,550.22
Medicare	539.20	539.20	1,078.40
Federal W/H Tax	2,378.69		2,378.69
California W/H Next Day	1,197.42		1,197.42
California SDI Next Day	454.47		454.47
California ETT Qtrly		3.88	3.88
California SUTA		101.14	101.14
Total Tax Deposits	6,344.89	2,419.33	8,764.22

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	28,034.02
Direct Deposit Distribution - Paycom Pay	1,909.76
Taxes - PAYCOM Resp.	8,764.22
Payroll Fee	660.85
Total Paycom Cash Requirements	39,368.85

Total Cash Requirements

39,368.85

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 90C9E7BA3
Period Ending: 11/15/2025
Check Date: 11/26/2025
PAYCOM Impound Date: 11/25/2025

Client: 10056 EIN: 47-4121751

A wire request for $32,219.32 will be sent to your bank on 11/24/2025

Items

Checks / Vouchers	14
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		570.61
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Additional Services		3.95
Total Billing		611.81

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,476.49	1,476.49	2,952.98
Medicare	444.46	444.46	888.92
Federal W/H Tax	1,539.02		1,539.02
California W/H Next Day	790.97		790.97
California SDI Next Day	375.65		375.65
California ETT Qtrly		0.63	0.63
California SUTA		16.45	16.45
Total Tax Deposits	4,626.59	1,938.03	6,564.62

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	23,435.93
Direct Deposit Distribution - Paycom Pay	1,606.96
Taxes - PAYCOM Resp.	6,564.62
Payroll Fee	611.81
Total Paycom Cash Requirements	32,219.32

Total Cash Requirements

32,219.32

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: A97EA21D0
Period Ending: 11/30/2025
Check Date: 11/26/2025
PAYCOM Impound Date: 11/25/2025

Client: 10056 EIN: 47-4121751

A wire request for $980,146.68 will be sent to your bank on 11/24/2025

Items

Checks / Vouchers	133
Additional Direct Deposit Accounts	19

Billing

Check Processing/Tax Service	2,359.27
Direct Deposit	11.75
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	20.00
Total Billing	2,421.02

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	6,732.90	6,732.90	13,465.80
Medicare	15,380.32	15,370.84	30,751.16
Federal W/H Tax	84,164.10		84,164.10
California W/H Next Day	42,119.83		42,119.83
California SDI Next Day	12,488.54		12,488.54
California ETT Qtrly		5.59	5.59
California SUTA		145.35	145.35
Hawaii W/H Semiweekly	766.31		766.31
Oregon W/C Tax EE	1.43		1.43
Oregon W/C Tax ER		1.43	1.43
Oregon W/H Next Day	587.33		587.33
Oregon EE PFML	47.66		47.66
Oregon Transit Tax	7.94		7.94
Oregon ER PFML		31.77	31.77
Total Tax Deposits	162,296.36	22,287.88	184,584.24

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	756,307.80
Direct Deposit Distribution - Paycom Pay	35,872.67
Taxes - PAYCOM Resp.	184,584.24
Payroll Fee	2,421.02

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: A97EA21D0
Period Ending: 11/30/2025
Check Date: 11/26/2025
PAYCOM Impound Date: 11/25/2025

Client: 10056 EIN: 47-4121751

A wire request for $980,146.68 will be sent to your bank on 11/24/2025

Garnishment Checks - Paycom Pay	960.95
Total Paycom Cash Requirements	980,146.68
Other Cash Requirements	
Manual Checks	2,565.61
Total Other Cash Requirements	2,565.61
Total Cash Requirements	982,712.29

CONTRACT FOR SERVICES BETWEEN CHARTER CONNECT, INC. AND EXCEL ACADEMY.

This contract was made effective as of 6 November 2025, by and between Charter Connect, and Excel Academy Charter School (Excel Academy) of 1 Technology Dr I-811, Irvine, CA 92618. If not accepted, this offer expires on 31 December 2025. This contract will be considered in effect once signed by, and distributed to both parties, by either email, or certified mail. Performance of services will not begin until Charter Connect receives a signed copy of this contract.

1. DESCRIPTION OF SERVICES. Beginning on 1 January 2026, Charter Connect will provide to Excel Academy the schedule of services as explained in Attachment A. The services described in Attachment A are set out on a schedule covering the next 12 months, describing specifically which services will be performed on a monthly basis. If Excel Academy does not wish for a previously contracted service to be provided in any given month, they must provide notice no later than five (5) calendar days prior to the 1st calendar day of the following month. The written notice must specifically indicate the deviation to the contract, i.e., which services should be placed on pause, and for the duration of time during which that service should be paused. Failure to state a duration of time for the stoppage of that specific service will be construed as a request to pause that service for a single (1) month period of time. The services outlined in Attachment A will then resume following the one (1) month stoppage of time. Excel Academy must maintain a minimum of one (1) service per month.

2. ALTERATIONS OF SERVICES. If Excel Academy wishes to alter services for the following month, Excel Academy must provide notice no later than five (5) calendar days prior to the 1st calendar day of the following month. The written notice must specifically indicate which services are requested. Alterations are only accepted for periods of time of one (1) month, unless clearly specified in writing, and specifically approved by Charter Connect. The services outlined in Attachment A will resume following the one (1) month period of time in which services were altered.

3. LOTTERY AND ENROLLMENT RESPONSIBILITIES Excel Academy acknowledges and agrees that it is solely responsible for conducting all student enrollment, admissions, and lottery processes in compliance with applicable federal, state, and local laws and regulations. Packed Class provides tools and services to assist in the administration of such processes but does not control, oversee, or assume responsibility for the School's compliance with legal or regulatory requirements. The School agrees to hold harmless and indemnify Packed Class, its officers, employees, and agents from and against any and all claims, liabilities, damages, costs, or expenses

(including reasonable attorneys' fees) arising out of or related to the School's enrollment or lottery practices, including but not limited to claims of non-compliance with applicable laws or regulations.

4. PAYMENT. Payment shall be made either via check or via quickbooks ACH payments to Charter Connect of P.O. Box 34 Tooele, UT 84074. Excel Academy agrees to make monthly payment(s) in accordance with Attachment A.

Payment will be in accordance with the fee schedule as indicated in Attachment A. If Excel Academy declines services for a month, or requests alterations of services, payment may change depending upon the services requested, and rendered. If changes are requested to the services outlined in Attachment A, notice must be provided no later than five (5) calendar days prior to the 1st calendar day of the following month. If this stipulation is not met, payment should be for services, and amount contemplated in Attachment A. Payment is considered complete, and non-refundable, once Excel Academy receives, and fulfills an invoice.

In addition to any other right or remedy provided by law, if Excel Academy fails to pay for the Services when due, Charter Connect has the option to treat such failure to pay as a material breach of this Contract, and may cancel this Contract and/or seek legal remedies.

5. WARRANTIES. Charter Connect shall provide its services and meet its obligations under this Contract in a timely and workmanlike manner, using knowledge and recommendations for performing the services which meet generally acceptable standards in Charter Connect's community and region, and will provide a standard of care equal to, or superior to, care used by service providers similar to Charter Connect on similar projects.

6. TERM. This Contract will terminate automatically on 31 December 2026. IfExcel Academy terminates services prior to the end of the commitment term stated herein ("Early Termination"), Excel Academy shall be charged a penalty and agrees to pay $500 per every 30 day period prior to the end of the commitment term up to $2000 to Charter Connect, Inc..

7. OWNERSHIP OF SOCIAL MEDIA CONTACTS. Any social media contacts, including "followers" or "friends," that are acquired through accounts (including, but not limited to email addresses, blogs, Twitter, Facebook, Youtube, or other social media networks) used or created on behalf of Excel Academy, to include any and all employees of Excel Academy authorized to act as an agent of Excel Academy, are and will remain the property of Excel Academy.

8. DEFAULT. The occurrence of any of the following shall constitute a material default under this contract:

a. The failure to make a required payment when due in accordance with Attachment A.

b. The insolvency or bankruptcy of either party.

c. The subjection of any of either party's property to any levy, seizure, general assignment for the benefit of creditors, application or sale for or by any creditor or government agency.

d. The failure to make available or deliver the services as described in Attachment A in the time and manner provided for in this contract.

9. REMEDIES ON DEFAULT. In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this Contract (including without limitation the failure to make a monetary payment when due), the other party may terminate the Contract by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 30 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such a time period shall result in the automatic termination of this Contract.

10. FORCE MAJEURE. If performance of this Contract or any obligation under this Contract is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

11. DISPUTE RESOLUTION. The parties will attempt to resolve any dispute arising out of or relating to this Agreement through friendly negotiations amongst the parties. If the matter is not resolved by negotiation, the parties will resolve the dispute using the below Alternative Dispute Resolution (ADR) procedure.

Any controversies or disputes arising out of or relating to this Agreement will be submitted to mediation in accordance with any statutory rules of mediation. If mediation does not successfully resolve the dispute, the parties may proceed to seek an alternative form of resolution in accordance with any other rights and remedies afforded to them by law.

12. DEFAMATION. Charter Connect will recommend marketing services as seen fit to meet the needs of Excel Academy. Should Excel Academy elect to deviate from Charter Connect's recommended marketing plan, then Charter Connect cannot be held responsible for unsatisfactory marketing results. Excel Academy agrees to not defame Charter Connect digitally or in any other way if Excel Academy uses marketing services other than what Charter Connect personnel recommend.

13. CONFIDENTIALITY. Charter Connect, and its employees, agents, or representatives will not at any time or in any manner, either directly or indirectly, use for the personal benefit of Charter Connect, or divulge, disclose, or communicate in any manner, any information that is proprietary to Excel Academy. Charter Connect and its employees, agents, and representatives will protect such information and treat it as strictly confidential. This provision will continue to be effective after the termination of this Contract.

14. NOTICE. Any notice or communication required or permitted under this Contract shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the addresses listed above or to such other addresses as one party may have furnished to the other in writing. The notice shall be deemed received when delivered or signed for, or on the third day after mailing if not signed for.

15. ENTIRE CONTRACT. This Contract contains the entire agreement of the parties regarding the agreement between Charter Connect to render services described in Attachment A to Excel Academy in exchange for payment as described in Attachment A, and there are no other promises or conditions in any other agreement whether oral or written. This Contract supersedes any prior written or oral agreements between the parties.

16. AMENDMENT. This Contract may be modified or amended if the amendment is made in writing and signed by both parties. Alterations to the schedule of services in Attachment A as described by paragraphs 1 and 2 above shall be considered proper

amendments if confirmed via email by the authorized agents of the parties to this contract.

17. SEVERABILITY. If any provision of this Contract shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Contract is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

18. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Contract shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Contract.

19. APPLICABLE LAW. This Contract shall be governed by the laws of the State of Utah.

20. SIGNATORIES. This Agreement shall be signed on behalf of Excel Academy by Heidi Gasca, Executive Director, and on behalf of Charter Connect by Shawn Wortham, Director and effective as of the date first above written.

Signed by:
3110C68C22BD4F9...

12/3/2025 | 12:21 PM PST

Date

Heidi Gasca, Executive Director

6 November 2025

Date

Shawn Wortham, Director

Encls.
Attachment A - Marketing Plan

Charter Connect
5593 N Aberdeen Ln
Tooele, UT 84074 US
dallan@charterconnect.co

INVOICE

BILL TO
Excel Academy

INVOICE	2493
DATE	12/01/2025
TERMS	Net 30
DUE DATE	12/31/2025

ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
Packed Class	Packed Class Subscription	11	250.00	2,750.00
Google Ads	Create Google Ads account, link to Google Analytics, Design Ads, Landing page optimization.	11	500.00	5,500.00
Search Engine Optimization	SEO Services	11	500.00	5,500.00

Black Friday Deal

Dear customer, please note that card payments will incur a fee of 2.9%, if you do, you will receive a separate invoice a few days later, checks are for free!

SUBTOTAL	13,750.00
TAX	0.00
TOTAL	13,750.00
BALANCE DUE	**$13,750.00**

Pay invoice

Coversheet

Consent - Education Student/Services

Section: VII. Consent
Item: C. Consent - Education Student/Services
Purpose:
Submitted by:
Related Material: School-Parent Compact-INT.pdf
CCGI_Partnership_Agreement.pdf

BACKGROUND:

Item: School-Parent Compact

Edits to the School-Parent Compact include:

- Adjusted language for clarity
- Changed language regarding communication between parents and staff from just email to "communication daily, as needed."

Item: CCGI Agreement

Background: SB 153—*Education Finance: Omnibus Budget trailer bill*—took effect in July 2024 and updated Education Code § 60900(f)(3) and 60900.5. The update requires all California public local educational agencies serving students in grades 9–12 to enter into a data-sharing partnership agreement with the California College Guidance Initiative (CCGI) by January 1, 2026. These agencies must also begin providing data files by June 2026 to ensure all students receive transcript-informed accounts. For more information on the Education Code, see here.

CaliforniaColleges.edu is the State of California's official college and career planning platform, which empowers students by providing them with a one-stop shop for all the tools they need to set goals for life after high school and make plans to achieve them.

By becoming a Partner District and establishing a formal data-sharing agreement with CCGI, our school district will be able to securely upload student transcript data into Californiacolleges.edu. This data is required for certain tools, such as the CSU and UC Eligibility Tools, as well as to import their verified "a-g" coursework and grades into the Cal State Apply application.

Attached please find CCGI's Data Sharing and Service Agreement. Once signed and executed, EACS will advance to the data sharing testing process and will work with CCGI's Technical Assistance team to meet the data sharing legal timeline.

School-Parent Compact

Excel Academy Charter School (EACS) distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways EACS and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- EACS's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents, family members, and teachers through required learning period meetings; frequent reports on student progress; and access to staff (ESSA Section 1116[d][2]).
- Parent-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to participate in their child's education (ESSA Section 1116[d][2][C]).

How does the EACS address this?

- EACS will provide high-quality curriculum and instruction.
- Parent, student, and teacher receipt of policies will be signed annually along with the EACS's master agreement.
- Communication and access to the staff are conducted and available through monthly learning period meetings, email communication, and social media outlets.

- Title I Family and Parent Engagement Policy and the School-Parent Compact will be discussed annually at School Site Council and ELAC meetings.
- Student progress is discussed at each learning period meeting. Report cards are provided each semester.
- Given the model of the school, the parents are highly active participants in their child's education.
- Parents have access to staff for communication daily, as needed.

EACS engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, EACS has established the following practices:

- ToRs share and discuss diagnostic assessment results with families and students.
- ToRs share student progress reports twice annually.
- Students participating in synchronous supplemental instruction are given newsletter updates each Learning Period, as well as supplemental progress reports twice annually.
- Overall school performance, including both CAASPP and local assessments, is shared twice annually through School Site Council and ELAC Meetings.

EACS provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Scheduled learning period meetings with the Teacher of Record.
- Pre-planning assignments to be completed for the learning periods.
- Reviewing local and state assessments and performance scores.
- Providing support for students needing interventions through the school's MTSS framework.

EACS provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Parent training and webinars
- Student Success Team meetings
- Parent resources found on the EACS website
- School Site Council, ELAC, and PAC meetings

- Observation of synchronous instruction
- Specially Designed Academic Instruction and Curriculum

With the assistance of Title I, Part A, parents and family members, EACS educates staff members on the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Teacher professional development
- Resources provided in the EACS Teacher of Record Manual

EACS coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- EACS will provide Title I goals and action items in the School Plan for Student Achievement (SPSA) and/or Local Control Accountability Plan (LCAP).
- EACS will provide parent and student outreach events, such as Parent Academy, Parent PowerUp, Back to School Events, Science Fair, Field Trips, Inquiry Workshops, Book Clubs, Art, Music, and SEL lessons, etc.

EACS distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Information will be presented in a digital format that can be translated with the use of technology.
- Information will be presented in a way that is understandable to parents.
- Information that will be presented visually and verbally, as applicable.

EACS provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- EACS will provide parent and student outreach events, such as Parent Academy, Parent PowerUp, Back to School Events, Science Fair, Field Trips, Inquiry Workshops, etc. Translators and/or other accommodations are offered to fully support family participation.

EACS provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and the information and school reports are provided in a format and language that parents and family members can understand (ESSA

Section 1116[f]) in which ways?

- Translation is provided, and translators will be available upon request.
- Information is presented in a way that is understandable by parents
- Information is presented visually and verbally, as applicable.

California College Guidance Initiative

K-12 DATA SHARING AND SERVICES PARTNERSHIP AGREEMENT

THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES
On behalf of:
The California College Guidance Initiative

And

EXCEL ACADEMY CHARTER SCHOOLS

Agreement No. 00012980

This K-12 Data Sharing and Services Partnership Agreement ("Agreement") is entered into by and between the Foundation for California Community Colleges, a nonprofit 501(c)(3) organization ("Foundation"), on behalf of the California College Guidance Initiative ("CCGI"), and the **EXCEL ACADEMY CHARTER SHOOLS** ("Local Educational Agency" or "LEA" or "Charter Management Organization" or "CMO"), collectively ("Parties") to set forth the roles and responsibilities of the Parties related to LEA's uploading of its students' Education Records to www.CaliforniaColleges.edu ("CaliforniaColleges Website") and Foundation's provision of account support services on the CaliforniaColleges Website, the state of California's official college and career planning platform. The Parties understand and intend that CCGI be designated as an outsourced provider of institutional services and a "school official" with legitimate educational interests in such Educational Records as described in 34 C.F.R. 99.31(a).

I. DEFINITIONS

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

"Agreement" shall have the meaning set forth in the preamble above and includes all linked addenda, schedules, and other attachments hereto (see below), as each may be amended from time to time to align CCGI's practices with California state policy, institutional policies of the public college systems in California and the California Student Aid Commission, and to update improvements in CCGI's security practices. Amendments to the addenda, schedules, and other attachments linked below will only take effect upon thirty (30) days' notice to LEA. Should there be any conflict between the terms of this K-12 Data Sharing and Services Partnership Agreement and any other terms linked below, this K-12 Data Sharing and Services Partnership Agreement shall take precedence, any other conflicts shall follow the following order of precedence: (1) Terms and Conditions of Partnership, (2) Data Privacy and Security Addendum, (3) Data File Specifications, available at https://www.cacollegeguidance.org/tcp/. The Data File Specifications provide instructions for uploading Student Data onto the California Colleges Website.

Terms and Conditions of Partnership
Data Privacy and Security Addendum
Data File Specifications

"CaliforniaColleges Website" shall mean the website located at www.CaliforniaColleges.edu. The Foundation is responsible for directly contracting and compensating a third-party technology vendor ("Vendor") for the continued operation and maintenance of www.CaliforniaColleges.edu under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, which is incorporated by reference. This definition shall also include any successor website performing the same function as www.CaliforniaColleges.edu.

"Education Record" shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

"Student Data" shall mean any information (a) contained in a student's Education Record maintained by or for the LEA and provided to the CaliforniaColleges Website by an employee or agent of the LEA; or (b) acquired directly from a student or parent/legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent/legal guardian by LEA. Student Data does not include information created by a student, including, but not limited to: college lists, career assessment results, portfolios, creative writing, photographs, and account information that enables ongoing ownership of that information which is governed by CaliforniaColleges Website privacy policy.

II. TERM AND TERMINATION

A. Term. This Agreement will be deemed to be effective as of the date the Agreement is fully executed by all signatories to the Agreement and will continue until terminated by either Party. No fees will be assessed under this Agreement while CCGI continues to be the provider of operational tools for the State of California.

B. Termination for Convenience. The Parties shall have the right to terminate this Agreement for any reason or no reason, without penalty, at any time by providing the other with written notice of termination in accordance with Section V of this Agreement at least sixty (60) calendar days in advance of the Termination Date. However, it is mutually understood and agreed that if the Foundation does not receive sufficient funding from the State of California to provide the Services described in this Agreement, Foundation may without penalty, terminate this Agreement by providing LEA with written notice of termination in accordance with Section V of this Agreement at least forty-five (45) calendar days in advance of the Termination Date.

III. LEA RESPONSIBILITIES

A. Data Sharing

1. LEA shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in the **Data Privacy and Security Addendum** attached at https://www.cacollegeguidance.org/tcp/ and hereby incorporated by reference.
2. LEA shall upload course catalog files at least once a year to enable the use of academic planning tools by a student planning coursework at a high school operated by LEA.
3. LEA agrees to verify accuracy of courses entered by LEA into the University of California ("UC") Course Management Portal ("CMP") at the UC Office of the President.
4. LEA agrees to upload Education Records, in accordance with the **Data File Specifications**, attached at https://www.cacollegeguidance.org/tcp/, and hereby incorporated by reference. In alignment with state policy and/or to evolve functionality that serves students in the planning for and transition to college, the Data File Specifications may be iterated over time and additional optional fields may be added to the Data File Specifications. LEA data may be submitted via sFTP or an API if available.
    a. LEA agrees to provide a centralized upload (not school site by school site) of Education Records from the local Student Information System ("SIS") into the CaliforniaColleges Website or an FTP server, both hosted by Amazon Web Services, using a standard data format with naming conventions and using a pre-defined protocol. If CCGI has an API integration with LEA's SIS provider, data may alternatively be shared via said API.

B. Implementation

1. LEA shall make staff, appropriate technology resources, and space available for ongoing professional development and user support.

2. LEA agrees to collaborate with Foundation staff to provide both individual user experience and technical feedback in order to improve implementation for all users.
3. LEA agrees to identify a point of contact to (1) assist the Foundation during implementation phase; and (2) navigate or immediately report any issues regarding availability of the CaliforniaColleges Website.
4. LEA is responsible for identifying and maintaining which educators at the LEA are provided accounts on the California Colleges Website. To do so LEA is responsible for compliance with Section I of the Terms and Conditions of Partnership, "Educator Account Creation, Authorization, and Maintenance" attached at https://www.cacollegeguidance.org/tcp/ and hereby incorporated by reference.
5. LEA has identified and authorized a third-party consultant, edMAJIC, on behalf of the LEA, to access the SFTP for data file uploads and act on behalf of LEA for items pertaining to data sharing and implementation responsibilities. LEA may authorize the third-party consultant to act as LEA Admin (as defined in the Terms and Conditions of Partnership). The third-party consultant's access is contingent on the third-party consultant having an agreement in place with the LEA. LEA must notify Foundation/CCGI when the third-party consultant agreement expires or is terminated. LEA is responsible for ensuring that the third-party consultant complies with all requirements in this Data Sharing and Services Partnership Agreement.

IV. FOUNDATION RESPONSIBILITIES

A. Technical and Service Level Support. The CaliforniaColleges Website is operated and maintained by Vendor. Service level support for the CaliforniaColleges Website is provided directly by Vendor. LEA should reach out to operations@californiacolleges.edu in order to facilitate communication with Vendor regarding technical issues with CaliforniaColleges Website.

B. Fees and Payments for Services. Foundation will provide the Services under this Agreement to LEA free of charge while Foundation continues to receive funding from the State of California. In the event that funding from the State of California is not sustained in future years, the Parties understand that the Foundation may assess and charge a fee for services provided to the LEA. In the event a fee is assessed, this Agreement will be amended, in writing, to affect that arrangement. Foundation shall provide LEA with a 45-day notice if funding from the State of California is reduced or discontinued.

C. Scope of Services. "Services" means the services and support offered by Foundation under this Agreement or on the CaliforniaColleges Website.

1. Foundation shall provide the necessary support for the integration of Education Records and Student Data into individual student accounts on the CaliforniaColleges Website. Foundation agrees to cooperate with representatives from the LEA to ensure the data is properly uploaded in accordance with the requirements and instructions as more fully set forth and incorporated herein as **Data File Specification** available at https://www.cacollegeguidance.org/tcp/ to this Agreement.
2. CCGI shall maintain and process Education Records and Student Data on behalf of the LEA in a manner that meets the standards of the California Community Colleges, California State University ("CSU"), California Student Aid Commission ("CSAC"), and UC systems for verified transcript data.
3. Foundation will provide an audit report of LEA's a-g course listings in the UC CMP database to identify discrepancies. Foundation agrees to provide technical assistance, guidance, and support to LEA staff for purposes of reconciliation of any identified discrepancies.
4. Foundation shall provide access to CSU and UC eligibility analyses, both individual student reports and aggregate tracking and reporting capability for counselors.
5. Foundation shall provide students with the ability to launch their application to the California Community Colleges using the CCCApply platform in a manner that tracks submission on the CaliforniaColleges Website.
6. Foundation shall provide students with the ability to auto-populate applications for admission to all CSU campuses with course data from their individual account on the CaliforniaColleges Website,

when such data matches to the CMP at the UC Office of the President, and which enables students, their parent/guardian, educators in their school, and LEA to track application submission.

7. Foundation shall provide students with the ability to launch their application for admission to the UC using the UC application in a manner that tracks submission on the CaliforniaColleges Website. Additionally, beginning fall of 2024, students will have the ability to auto-populate course data into their UC application.
8. Foundation shall provide students with the ability to initiate their Free Application for Federal Student Aid ("FAFSA") from within the CaliforniaColleges.edu, in a manner that allows students, their parent/guardian, educators at their school site, and LEA to track the launch of this application and which enables CCGI to provide CSAC with information that supports the Cal-grant eligibility determination process.
9. Foundation shall provide students with the ability to launch additional college and financial aid applications, as they may become available, as additional institutions develop articulation agreements with CCGI.
10. Foundation shall provide the following support for LEA:
    a) Technical assistance to support alignment between LEA's a-g course list in the UC CMP and the LEA SIS.
    b) Training opportunities.
    c) Implementation planning and support for strategic goal setting.
    d) User support to respond to student, educator, or parent/guardian questions or other inquiries.

V. NOTICE

Any request, notice or other communication by either Party shall be given in writing and shall be deemed given when actually delivered physically or via electronic mail to the addresses specified below:

LEA:
Name: Heidi Gasca
Email: hgasca@excelacademy.education
Mailing Address:
Excel Academy Charter Schools
1 Technology Drive
Irvine, CA 92618

CCGI:
Name: Contracts Manager
Email: ccgicontracts@californiacolleges.edu
Mailing Address:
Foundation for California Community Colleges
1102 Q Street, Suite 4800
Sacramento, CA 95811

VI. CHARTER MANAGEMENT ORGANIZATION

A. CCGI and CMO agree that CMO shall have access and is authorized to manage educator accounts and send and receive data on behalf of the schools listed below. CMO shall have the ability to:
    a. Create, modify, or deactivate educator accounts; and
    b. Perform administrative functions as outlined in this Agreement for accounts at these schools.

B. The parties acknowledge and agree that the Superintendent for CMO ("Superintendent") is authorized to act on behalf of the schools listed below in matters requiring administrative oversight under this Agreement and that CMO has a legal agreement in place that authorizes such actions. In signing this Agreement, Superintendent, in their capacity as Superintendent, represents and warrants that they have the authority to bind each of the Schools individually and collectively.

CMO is authorized to send and receive data on behalf of the following schools:

Name of Charter School	CDS Code

Excel Academy Charter School - Warner	37754160139386
Excel Academy Charter School - Helendale	36677360139576

CMO is responsible for notifying CCGI in writing when a new charter school is added, or a school closes. Adding a new school will prompt a simple agreement addendum.

THE PARTIES HEREBY EXECUTE THIS AGREEMENT

EXCEL ACADEMY CHARTER SCHOOLS	**FOUNDATION/CCGI**
By: Signed by: 3110C68C22BD4F9...	By: Andrea Meyer (Nov 14, 2025 13:10:35 PST)
Print Name: Heidi Gasca	Print Name: Andrea Meyer
Title: Superintendent	Title: Chief Legal Officer
Date: 11/12/2025 | 2:37 PM PST	Date: 11/14/2025

Coversheet

Consent - Personnel Services

Section: VII. Consent
Item: D. Consent - Personnel Services
Purpose:
Submitted by:
Related Material: Chief Business Officer -2025_2026 (1).pdf
School Summary Report_Helendale.pdf
School Summary Report_Warner.pdf

Chief Business Officer
Job Description

Reports To:	Superintendent
FLSA Status:	Exempt
School Classification:	Classified Administrative
Pay Range:	Classified Administration Salary Schedule
Work Schedule:	12 months
Location:	Remote Office

POSITION SUMMARY:

The Chief Business Officer serves as a member of the Executive leadership team and is responsible to assist the Executive Director in the execution of the business services of the school with specific responsibility for the oversight of all budgeting, accounting, financial reporting, and compliance functions; the preparation and oversight of audits for the charter school; the management of assets, cash flow and resources; supervision and evaluation of assigned staff; and the implementation and integration of financial systems and internal controls to enhance and improve organizational effectiveness.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Bachelor's Degree in Accounting, Finance or related field
- CPA or MBA is Preferred
- Five years of responsible experience in finance or accounting, including five years in a supervisory or lead capacity in a public school system or in a position performing related duties
- Three to five years of experience leading the accounting and/or fiscal reporting duties with a charter school organization in a management capacity is highly desirable
- Experience working in an organization that independently reports fiscal information is desirable
- CASBO CBO Certification
- Five or more years of related experience with progressively increasing levels of responsibility in leadership, and mentoring. Five years in independent study administration strongly preferred
- Bachelor's degree required; advanced degree preferred
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years

- Valid photo identification

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Ethics and Integrity
- External Context and Policy

General Administrator Duties:

- Collaborates with the Executive Director and leadership team on daily operations of the school, policies and overall expectations
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences
- Administrative presence and interaction is required as needed at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems by planning ahead and anticipating outcomes
- Collaborates with members of the leadership team to set professional goals in relationship to their department
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports
- Develops, coordinates, and assess instructional programs
- Evaluates certificated and classified personnel
- Provide certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employs, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to pupil personnel and technology support services
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites
- Attend Board of Directors meetings and participate on assigned committees
- Completes applicable compliance initiatives for annual auditing procedures
- Assist in monitoring legislative changes and how they affect the school
- Facilitate building initiatives in response to legislative changes
- Attend legislative related meetings, training and calls as needed in assistance to the Executive Director
- Assists with public records requests effectively and in a timely manner
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department
- Assists the Executive Director in renewal for existing charters and preparation for new charters; updates and writes charter petitions, and attends all authorizer meetings and presentations as needed
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice
- Stays current on educational laws and trends that pertain to the school

- Contributes to monthly board updates and monthly newsletters

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

- Oversees all accounts, ledgers, and reporting systems ensuring accuracy and full compliance with appropriate GAAP standards, industry best practices, and regulatory requirements
- Plans, organizes, and directs the business services functions of Excel Academy Charter Schools including accounting, budgeting, and reporting functions as required by the California Education Code and the policies and regulations of the Board of Directors
- Coordinates the development of the annual budgets; monitors departmental and project budgets to provide assistance and ensure compliance with State guidelines and laws
- Prepares, plans and manages the fiscal year-end closing process to assure validity and accuracy of the organization's financial data for subsequent preparation of financial statements
- Performs regular reconciliation of all funds, including all balance sheets and income statement accounts
- Designs procedures and internal controls to safeguard the funds, assets, and resources of the schools; ensures proper implementation and provides training accordingly
- As applicable, coordinates financial and governmental audits, which include work paper preparation, liaison with auditors and staff with an understanding of programmatic and financial requirements of governmental programs
- Remains abreast and proactive in understanding of new legislation requirements in regards to third party audits and creates standard operating procedures to ensure compliance.
- Prepares and submits a variety of compliance reports to all stakeholders including authorizing school districts, county offices, CDE and SELPA within mandatory timelines
- Assists the leadership team in forecasting enrollment, calculating and reporting average daily attendance (ADA) and developing financial proposals to ensure the school's fiscal health and sustainability
- In coordination with the leadership team, aligns the annual budget with the Local Control Accountability Plan (LCAP)
- Administers areas of business operations relating to cash management, bank reconciliations, accounts payable, accounts receivable, grant accounting, and internal/external reporting
- Reviews and approves accounts payable batches in accordance with the organizations policies and procedures
- Utilizes SACS to code revenue and expenditures for accurate reporting purposes
- Advises administrators of budget account balances; resolves problems and discrepancies; and makes revisions as necessary, in compliance with established policies and procedures
- Attends meetings of the Board of Directors to present financial reports, budget data, attendance reports, enrollment projections and other related matters as may be requested by the Executive Director; conceptualizes and articulates strategies to improve financial operations and services; develops and recommends board policies as necessary to carry out the business functions of the organization
- Serves as a liaison with the charter school authorizers, management, and staff to coordinate accounting and reporting processes; develops project timelines and a business services calendar to ensure all deadlines are met

- Interviews, selects, supervises, evaluates, disciplines and provides direction to assigned finance staff; mentors, guides and trains assigned staff to ensure compliance with accounting standards, to ensure customer service goals are achieved, and that leadership and teamwork are developed and practiced
- Represents the interests of the organization in a variety of settings and coordinates with the outside agencies relative to business functions, the financial, personnel and student information systems and such other matters as may be requested by the Executive Director; promotes Excel Academy Charter Schools in the community through positive public relations and interacts effectively with media
- Attends a variety of meetings to maintain current knowledge of legislation, legal codes, and requirements; reviews changes in charter school finance; attends workshops and meetings with authorizing districts, county offices of education, and other state agencies; attends and/or conducts staff meetings, in-service activities, workshops, conferences and other training. Keeps informed on trends and changes in legislation applicable to charter school finance and budgeting; proposes recommendations in preparation or in response to legislative changes
- Provides optimal internal communications for staff at all levels throughout the organization; creates and promotes a positive and supportive work environment
- Actively seeks to improve and simplify accounting and fiscal management processes with sustainable and scalable solutions. This includes the use of technology to eliminate inefficiencies while maintaining high accuracy
- Ensures the schools' online purchasing system is updated annually, rolled over properly, and maintained throughout the school year; serves as the schools' purchasing system expert. Create reports for Executive Director, Directors and/or department leads that include data pertaining to student spending tracking, accounting, and other purchasing and community provider data analysis:

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day
- The position may require travel and the need to work overtime

ABILITIES:

- Protect and maintain confidentiality and security of staff, business, and other confidential and sensitive information
- Build a culture where students, parents, and teachers feel valued and served
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Deliver information both orally and in writing in a timely and effective manner

- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion
- Demonstrate strong organizational skills and time management
- Demonstrate openness to differing views and objectives
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

SUMMARY OF FINDINGS

Excel Academy Charter (Helendale Elementary, San Bernardino County
Monitoring: Audit Report and Review
Academic Year: 2023-2024

Overview

Assignments	516	**Districts Monitored**	1
Exceptions	129	**School Site Monitored**	1

Appropriate Assignments Determinations

Local Assignment Options	126
Alternate Sped	2
CALPADS Error	1

Local Assignment Option Breakdown

EC §44865	113
T5 §80005(b)	11
EC §76004	2

TPSL Placements

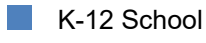
TPSL Placements	0

Misassignments *

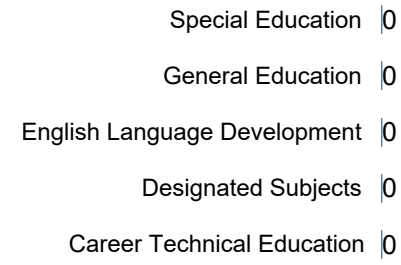
Misassigned	0	Corrected MA	0
Vacancies	0	MA Reported Misassignments **	0
2019-20 Charter	0		

Misassignments

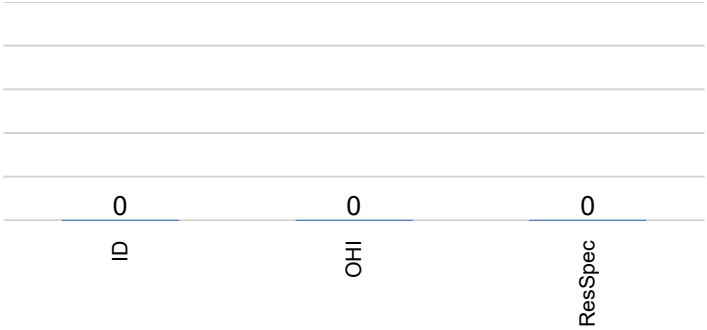
Misassignments By Level



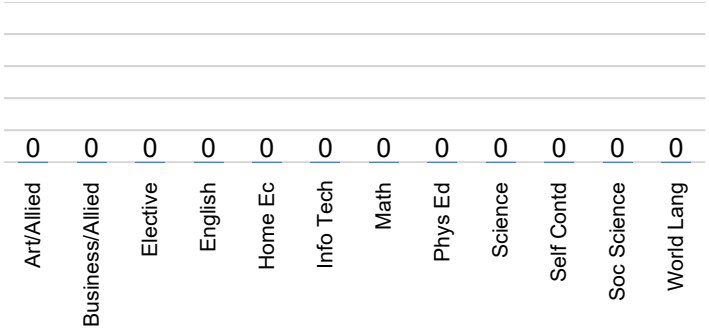
Misassignments By Setting



Top 10 Misassignments by Disability Area



Top 10 Misassignments by Gen. Ed. broad Subject



School	K-12 School	Total
Excel Academy Charter	-	-
Total	**0**	**0**

*Each misassignment identified on this report may represent the aggregation of multiple assignments to the same CALPADS Course Code, English Learner Service, or Special Education Disability Area for any one educator. The Commission may display granular misassignment data on their public facing dashboard.

**MA reported misassignments are excluded from table above.

SUMMARY OF FINDINGS

Excel Academy Charter (Warner Unified, San Diego County
Monitoring: Audit Report and Review
Academic Year: 2023-2024

Overview

Assignments	867	**Districts Monitored**	1
Exceptions	244	**School Site Monitored**	1

Appropriate Assignments Determinations

Local Assignment Options	240
CALPADS Error	3
Alternate Sped	1

Local Assignment Option Breakdown

EC §44865	212
T5 §80005(b)	19
EC §76004	9

TPSL Placements

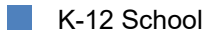
TPSL Placements	0

Misassignments *

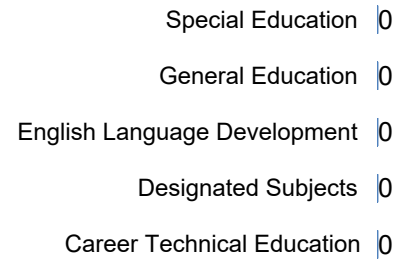
Misassigned	0	Corrected MA	0
Vacancies	0	MA Reported Misassignments **	0
2019-20 Charter	0		

Misassignments

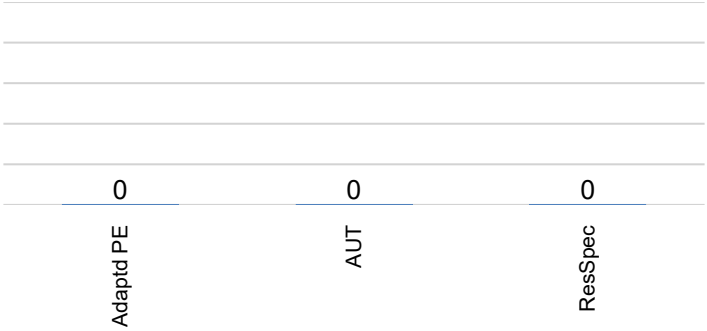
Misassignments By Level



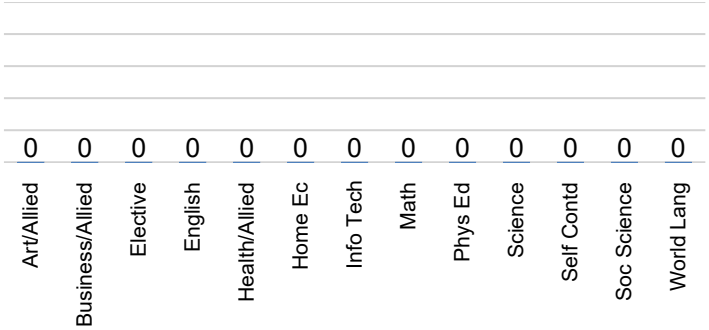
Misassignments By Setting



Top 10 Misassignments by Disability Area



Top 10 Misassignments by Gen. Ed. broad Subject



School	K-12 School	Total
Excel Academy Charter	-	-
Total	**0**	**0**

*Each misassignment identified on this report may represent the aggregation of multiple assignments to the same CALPADS Course Code, English Learner Service, or Special Education Disability Area for any one educator. The Commission may display granular misassignment data on their public facing dashboard.

**MA reported misassignments are excluded from table above.

Coversheet

Policy Development

Section: VII. Consent
Item: E. Policy Development
Purpose: Vote
Submitted by:
Related Material: EACS BUS Consent - Board Policies - December 2025.pdf

EXCEL ACADEMY CHARTER SCHOOLS

Agenda Item: **Date:** December 11, 2025

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
X	**Policy Development**
	Public Hearing

Item Requires Board Action: X **Item is for Information Only:** _____

Item: Approval of existing board policies reviewed and revised by staff for the 2025-2026 school year.

Background:
In order to ensure adherence with State and federal laws, it is recommended the Board approve the following policies as presented.

REVISED
The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

1000 Series - Community Relations

1010 - EA Civility Policy
- Added verbiage regarding SB 19, relating to threats

1020 - EA School Sponsored Field Trips & Cultural Excursions Policy
- Updated titles throughout for the Superintendent and Community Engagement Coordinator
- Added note that parents/guardians are prohibited from attending overnight student field trips
- Added Self-Administration of Medications information to the Permission Slips section
- Included Narcan to be with the field trip chaperone at all times, alongside the first aid kit

1030- EA Safe Operation of Schools (Infectious Disease) Policy
- Added a new paragraph under the section "Schools shall take measures to limit sources of infectious diseases" or as a new dedicated section, emphasizing the employer's legal duty.

4000 Series - Personnel Services

4005 - EA Salary Determination Policy
- Updated Executive Director title to Superintendent.
- Added language to potentially risky language to violate FMLA/CFRA/PDL

4020 - EA Background Check Policy
- Removal of reference to credit check to meet CA Labor code 1024.5 compliance. Added sentence to the end of paragraph two as a minor clarification.

4025 - EA Tuberculosis Risk Assessment and Examination Policy
- Updated language throughout to enhance meeting CA labor code 2802 compliance.

4030 - EA Immigration Compliance Policy
- Added required language due to SB 495 regarding responding to immigration-enforcement threats
- Added verbiage regarding the detention and deportation of a student's family member

4035 - EA Mandated Reporter - Child Abuse Policy
- Minor refinement to the last sentence for comprehension.

4045 - EA Professional Boundaries Policy
- Added verbiage to acceptable and recommended staff/student behavior to reference the electronic communication policy.

4055 - EA Internal Complaint Policy
- Updated Executive Director title to Superintendent.
- Procedural gap section revised in regards to internal complaints to maximize fairness in investigation process

4060 - EA Unlawful Harassment Discrimination Retaliation Policy and Complaint Form
- Updated Executive Director title to Superintendent.
- Added Consensual Relationship disclosure for staff related relationships

4065 - EA Meal Period and Rest Break Policy
- Edited for compliance updates

4070 - EA Lactation Accommodation Policy
- Edited for compliance updates

4100 - EA Emoji Use Policy
- Updated policy to broaden the audience it refers too, which includes staff with staff, staff with parents, students with staff, and staff with the community
- Removed sentence that implied communication in general could be revoked

4105 - EA Paid Sick Leave Policy
- Policy was re-written to define actual policy details

4125 - EA Victims of Crime Policy
- Updated compliance per Labor Code 230.1

4130 - EA Remote Work Policy
- Added section to Travel Prohibition to maintain compliance in CA labor code 2802

4145 - EA Professional Development Reimbursement Policy
- Updated Executive Director title to Superintendent.
- Items added in response to usage and timelines of categorical funds

4150 - EA Mileage Reimbursement Policy
- Added toll road expenditure clause

4160 - EA Children of Teachers Policy
- Added prohibition against intervention in student records and policy violation section

4165 - EA Employee Driving Policy
- Updated Executive Director title to Superintendent.
- Added section for rental vehicle requirements

4170/4170E - Injury and Illness Prevention Plan Policy
-

Final Clean Versions of Revised Policies:

1010
1020
1030
4005
4020
4025
4030
4035
4045
4055
4060
4065
4070
4100
4105
4125
4130
4145
4150
4160
4165

Redline Versions of Revised Policies:

1010
1020
1030
4005
4020
4025
4030
4035
4045
4055
4060
4065
4070
4100
4105
4125
4130
4145
4150
4160
4165

REVIEWED

The following are current policies that have been reviewed but have not needed any changes.

1025 - EA Uniform Complaint Policy
1035 - EA Access to Public Records Policy
4000 - EA Concepts & Roles
4010 - EA At-Will Policy
4015 - EA Equal Employment Opportunity Policy
4040 - EA Corporal Punishment Policy
4050 - EA Whistleblower Policy
4080 - EA Acceptable Use of Technology Policy
4075 - EA Drug, Alcohol, Smoke Free Workplace Policy
4085 - EA Payroll Withholdings Policy
4090 - EA Cobra Policy
4095 - EA Handling Heavy Items Policy
4110 - EA Pregnancy Disability Leave Policy
4115 - EA FMLA Policy
4125 - EA Victims of Crime Policy

Coversheet

Approval of 2025-2026 EACS First Interim Financial Report

Section: VIII. Business/Financial Services
Item: A. Approval of 2025-2026 EACS First Interim Financial Report
Purpose: Vote
Submitted by:
Related Material: FY26 FIB Warner MYP.pdf
FY26 FIB Helendale MYP.pdf
FY26 FIB Presentation.pptx.pdf

BACKGROUND:

Local Educational Agencies (LEAs), including **Excel Academy Charter Schools**, are required to revise their budgets at designated intervals throughout the fiscal year. These interim updates are mandated under the Memoranda of Understanding (MOUs) with our authorizing districts—Helendale School District and Warner Unified School District—as well as by the California Department of Education. The purpose of these revisions is to ensure that charter schools remain fiscally sound and are adequately prepared to meet both their current-year and multi-year financial obligations.

The projected year totals presented in the state financial reports reflect adjustments to Excel Academy's budget based on actual changes to local, state, and federal revenues between the Adopted Budget on July 1 and the close of the First Interim reporting period on October 31. Expenditures are also reviewed and adjusted to incorporate any known or anticipated changes at this point in the fiscal year. In addition, our MOUs require a comprehensive multi-year analysis to confirm that Excel Academy can meet its obligations over the current and subsequent two fiscal years.

The multi-year projection included in this report results in one of three possible certifications: **positive**, **qualified**, or **negative**.

- A **positive** certification indicates that the School is projected to meet its financial obligations for the current year and the following two years.
- A **qualified** certification signals that the School may not meet its financial obligations in one or more of the three years.
- A **negative** certification indicates that the School is not able to meet its financial obligations for the remainder of the current year or the upcoming year.

Excel Academy Charter Schools' 2025–26 First Interim Report is being presented with a *positive certification*.

RECOMMENDATION:

It is recommended that the Board of Directors **certify and approve the positive financial status** reflected in Excel Academy Charter Schools' First Interim Report for Fiscal Year 2025–26, as presented.

Description - Warner	FY2025-26 Warner Unrestricted	FY2025-26 Warner Restricted	FY2025-26 Warner Combined	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined	FY2027-28 Warner Unrestricted	FY2027-28 Warner Restricted	FY2027-28 Warner Combined
Average Daily Attendance (P-2 Projected)			**1,200.50**			**1,212.51**			**1,224.63**
COLA			**2.30%**			**0.00%**			**0.00%**
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	14,197,263	0	14,197,263	14,345,454	0	14,345,454	14,495,130	0	14,495,130
8012 Education Protection Account	240,100	0	240,100	242,501	0	242,501	244,926	0	244,926
8096 Funding in Lieu of Property Taxes	622,051	0	622,051	622,051	0	622,051	622,051	0	622,051
TTL General Purpose Entitlement	**15,059,414**	**0**	**15,059,414**	**15,210,006**	**0**	**15,210,006**	**15,362,107**	**0**	**15,362,107**
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	204,372	204,372	0	206,416	206,416	0	208,480	208,480
8290 Other Federal Revenue	0	187,909	187,909	0	189,788	189,788	0	191,686	191,686
TTL Federal Revenue	**0**	**392,281**	**392,281**	**0**	**396,204**	**396,204**	**0**	**400,166**	**400,166**
Other State Revenue									
8311 AB602 State SpEd Revenue	0	1,331,697	1,331,697	0	1,345,014	1,345,014	0	1,358,464	1,358,464
8550 Mandated Cost Reimbursements	33,261	0	33,261	33,514	0	33,514	33,849	0	33,849
8560 State Lottery Revenue	229,548	98,549	328,097	231,292	99,534	330,827	233,605	100,530	334,135
8590 Other State Revenue	0	1,067,479	1,067,479	0	830,154	830,154	0	838,455	838,455
TTL Other State Revenue	**262,809**	**2,497,725**	**2,760,534**	**264,806**	**2,274,702**	**2,539,508**	**267,454**	**2,297,449**	**2,564,903**
Other Local Revenue									
8660 Interest Income	170,500	0	170,500	171,796	0	171,796	173,514	0	173,514
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-535,195	535,195	0	-540,547	540,547	0	-545,952	545,952	0
TTL Other Local Revenue	**-364,695**	**535,195**	**170,500**	**-368,751**	**540,547**	**171,796**	**-372,439**	**545,952**	**173,514**
TTL REVENUES	**14,957,528**	**3,425,201**	**18,382,729**	**15,106,061**	**3,211,453**	**18,317,514**	**15,257,122**	**3,243,568**	**18,500,690**
EXPENDITURES:									
1000 - Certificated Salaries									
1100 Teacher Compensation	4,141,152	719,689	4,860,842	4,265,387	741,280	5,006,667	4,393,349	763,518	5,156,867
1200 Student Support	292,442	348,206	640,648	301,215	358,652	659,867	310,251	369,412	679,663
1300 Certificated Administrators	895,315	263,442	1,158,757	922,175	271,345	1,193,520	949,840	279,485	1,229,325
1900 Other Certificated Salaries	121,886	0	121,886	125,543	0	125,543	129,309	0	129,309
TTL Certificated Salaries	**5,450,796**	**1,331,337**	**6,782,133**	**5,614,320**	**1,371,277**	**6,985,597**	**5,782,749**	**1,412,416**	**7,195,165**
2000 - Non - Certificated Salaries									
2100 Instructional Aides	0	153,174	153,174	0	157,769	157,769	0	162,502	162,502
2300 Classified Administrators	473,870	0	473,870	488,086	0	488,086	502,728	0	502,728
2400 Clerical & Technical Staff	497,991	44,390	542,381	512,931	45,722	558,652	528,318	47,093	575,412
TTL Non - Certificated Salaries	**971,861**	**197,564**	**1,169,425**	**1,001,016**	**203,491**	**1,204,508**	**1,031,047**	**209,596**	**1,240,643**
3000 - Employee Benefits									
3101 STRS Certificated	791,326	502,397	1,293,723	1,063,066	269,469	1,332,535	1,094,958	277,553	1,372,511
3300 OASDI/Medicare	155,588	35,007	190,595	160,255	36,057	196,313	165,063	37,139	202,202
3400 Health and Welfare	755,718	213,751	969,469	778,390	220,164	998,553	801,741	226,769	1,028,510
3500 Unemployment Insurance	14,218	2,430	16,648	14,644	2,503	17,148	15,084	2,578	17,662

3600 Workers' Comp Certificated	24,562	5,848	30,410	25,299	6,024	31,323	26,058	6,205	32,262
3901 Other Benefits	129,964	18,207	148,171	133,863	18,753	152,616	137,879	19,316	157,195
TTL Employee Benefits	**1,871,376**	**777,641**	**2,649,017**	**2,175,517**	**552,970**	**2,728,487**	**2,240,783**	**569,560**	**2,810,342**
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	1,194,173	36,300	1,230,472	1,206,114	36,663	1,242,777	1,218,176	37,029	1,255,205
4300 Materials & Supplies	30,803	8,321	39,124	31,111	8,404	39,516	31,423	8,488	39,911
4310 Instructional Materials	1,255,906	104,594	1,360,500	1,268,465	105,640	1,374,105	1,281,150	106,696	1,387,846
4320 Office Supplies	310	0	310	313	0	313	316	0	316
4330 Meals & Events	310	0	310	313	0	313	316	0	316
4350 Other Supplies - Materials & Supplies	2,976	11,315	14,291	3,006	11,428	14,434	3,036	11,542	14,578
4400 Non - Capitalized Equipment - Staff	0	155,000	155,000	0	156,550	156,550	0	158,116	158,116
TTL Books/Supplies/Materials	**2,484,478**	**315,530**	**2,800,008**	**2,509,323**	**318,685**	**2,828,008**	**2,534,416**	**321,872**	**2,856,288**
5000 - Services & Operations									
5100 Subagreements For Services	0	155,000	155,000	0	156,550	156,550	0	158,116	158,116
5200 Travel & Conferences	0	1,785	1,785	0	1,803	1,803	0	1,821	1,821
5210 Mileage Reimbursements	1,860	11,742	13,602	1,879	11,859	13,738	1,897	11,978	13,875
5300 Dues & Memberships	7,440	0	7,440	7,514	0	7,514	7,590	0	7,590
5400 Insurance	73,537	0	73,537	74,272	0	74,272	75,015	0	75,015
5610 Facility Rents & Leases	46,314	0	46,314	46,777	0	46,777	47,245	0	47,245
5800 Professional Services - Non - instructional	82,150	1,550	83,700	82,972	1,566	84,537	83,801	1,581	85,382
5810 Legal	186,000	248,000	434,000	187,860	250,480	438,340	189,739	252,985	442,723
5820 Audit & CPA	34,100	0	34,100	34,441	0	34,441	34,785	0	34,785
5830 Non-Instructional Software Licenses/Fees	195,920	465	196,385	197,879	470	198,349	199,858	474	200,332
5840 Advertising & Recruitment	50,592	0	50,592	51,098	0	51,098	51,609	0	51,609
5841 Community Marketing	22,940	0	22,940	23,169	0	23,169	23,401	0	23,401
5850 Oversight Fees	235,600	0	235,600	237,956	0	237,956	240,336	0	240,336
5870 Live Scan Finger printing	248	0	248	250	0	250	253	0	253
5878 Testing & Assessments	24,422	0	24,422	24,666	0	24,666	24,913	0	24,913
5880 Instructional Vendors & Consultants	2,144,543	0	2,144,543	2,165,989	0	2,165,989	2,187,649	0	2,187,649
5890 Misc Other Outside Services	5,890	1,240	7,130	5,949	1,252	7,201	6,008	1,265	7,273
5930 Postage	40,300	0	40,300	40,703	0	40,703	41,110	0	41,110
5940 Technology Services	141,092	25,069	166,161	142,502	25,320	167,822	143,927	25,573	169,500
TTL Services & Operations	**3,292,948**	**444,851**	**3,737,798**	**3,325,877**	**449,299**	**3,775,176**	**3,359,136**	**453,792**	**3,812,928**
7438 Interest on Debt	0	0	0	0	0	0	0	0	0
TTL EXPENDITURES	**14,071,458**	**3,066,923**	**17,138,381**	**14,626,053**	**2,895,723**	**17,521,776**	**14,948,131**	**2,967,235**	**17,915,366**
Description	**FY2025-26 Warner Unrestricted**	**FY2025-26 Warner Restricted**	**FY2025-26 Warner Combined**	**FY2026-27 Warner Unrestricted**	**FY2026-27 Warner Restricted**	**FY2026-27 Warner Combined**	**FY2027-28 Warner Unrestricted**	**FY2027-28 Warner Restricted**	**FY2027-28 Warner Combined**
Revenues less Expenditures (Net Revenues)	**886,070**	**358,278**	**1,244,348**	**480,008**	**315,730**	**795,738**	**308,992**	**276,332**	**585,324**
Beginning Fund Balance-Unaudited Actuals	**6,801,298**	**253,412**	**7,054,710**	**7,687,368**	**611,690**	**8,299,058**	**8,167,375**	**927,421**	**9,094,796**
		0	**0**	**0**	**0**	**0**	**0**	**0**	**0**
ENDING BALANCE	**7,687,368**	**611,690**	**8,299,058**	**8,167,375**	**927,421**	**9,094,796**	**8,476,367**	**1,203,753**	**9,680,120**
ENDING BALANCE AS % OF EXPENDITURES	**54.63%**	**19.94%**	**48.42%**	**55.84%**	**32.03%**	**51.91%**	**56.71%**	**40.57%**	**54.03%**

Description - Helendale	FY2025-26 Helendale Unrestricted	FY2025-26 Helendale Restricted	FY2025-26 Helendale Combined	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Restricted	FY2026-27 Helendale Combined	FY2027-28 Helendale Unrestricted	FY2027-28 Helendale Restricted	FY2027-28 Helendale Combined
Projected P-2 ADA			**736.96**			**744.33**			**751.77**
COLA			**2.30%**			**0.00%**			**0.00%**
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	9,071,328	0	9,071,328	9,167,813	0	9,167,813	9,260,747	0	9,260,747
8012 Education Protection Account	147,392	0	147,392	148,866	0	148,866	150,355	0	150,355
8096 Funding in Lieu of Property Taxes	125,769	0	125,769	125,769	0	125,769	125,769	0	125,769
TTL General Purpose Entitlement	**9,344,489**	**0**	**9,344,489**	**9,442,448**	**0**	**9,442,448**	**9,536,871**	**0**	**9,536,871**
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	125,353	125,353	0	126,607	126,607	0	127,873	127,873
8290 Other Federal Revenue	0	140,428	140,428	0	141,832	141,832	0	143,251	143,251
TTL Federal Revenue	**0**	**265,781**	**265,781**	**0**	**268,439**	**268,439**	**0**	**271,123**	**271,123**
Other State Revenue									
8311 AB602 State SpEd Revenue	0	772,033	772,033	0	779,753	779,753	0	787,551	787,551
8550 Mandated Cost Reimbursements	20,386	0	20,386	20,590	0	20,590	20,796	0	20,796
8560 State Lottery Revenue	140,690	60,401	201,091	142,097	61,005	203,102	143,518	61,615	205,133
8590 Other State Revenue	0	686,081	686,081	0	540,942	540,942	0	546,351	546,351
TTL Other State Revenue	**161,076**	**1,518,515**	**1,679,591**	**162,687**	**1,381,700**	**1,544,387**	**164,314**	**1,395,517**	**1,559,831**
Other Local Revenue									
8660 Interest Income	104,500	0	104,500	105,545	0	105,545	106,600	0	106,600
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-372,099	372,099	0	-375,820	375,820	0	-379,578	379,578	0
TTL Other Local Revenue	**-267,599**	**372,099**	**104,500**	**-270,275**	**375,820**	**105,545**	**-272,978**	**379,578**	**106,600**
TTL REVENUES	**9,237,966**	**2,156,395**	**11,394,361**	**9,334,860**	**2,025,959**	**11,360,819**	**9,428,207**	**2,046,219**	**11,474,426**
EXPENDITURES:									
1000 - Certificated Salaries		0	0						
1100 Teacher Compensation	2,538,126	441,100	2,979,225	2,614,269	454,333	3,068,602	2,692,697	467,963	3,160,660
1200 Student Support	179,238	213,417	392,655	184,616	219,819	404,435	190,154	226,414	416,568
1300 Certificated Administrators	548,742	161,464	710,206	565,204	166,308	731,512	582,160	171,297	753,457
1900 Other Certificated Salaries	74,705	0	74,705	76,946	0	76,946	79,254	0	79,254
TTL Certificated Salaries	**3,340,810**	**815,981**	**4,156,791**	**3,441,035**	**840,460**	**4,281,495**	**3,544,266**	**865,674**	**4,409,940**
2000 - Non - Certificated Salaries		0	0						
2100 Instructional Aides	0	93,881	93,881	0	96,697	96,697	0	99,598	99,598
2300 Classified Administrators	290,436	0	290,436	299,149	0	299,149	308,124	0	308,124
2400 Clerical & Technical Staff	305,220	27,207	332,427	314,377	28,023	342,400	323,808	28,864	352,672
TTL Non - Certificated Salaries	**595,656**	**121,088**	**716,744**	**613,526**	**124,720**	**738,247**	**631,932**	**128,462**	**760,394**
3000 - Employee Benefits		0	0						
3101 STRS Certificated	485,006	307,921	792,927	651,556	317,158	968,715	671,103	326,673	997,776
3300 OASDI/Medicare	95,360	21,456	116,816	98,221	22,100	120,321	101,168	22,763	123,930
3400 Health and Wellfare	463,182	131,009	594,191	477,077	134,939	612,017	491,390	138,987	630,377
3500 Unemployment Insurance	8,714	1,490	10,204	8,976	1,534	10,510	9,245	1,580	10,825
3600 Workers' Comp Certificated	15,054	3,585	18,639	15,506	3,692	19,198	15,971	3,803	19,774
3901 Other Benefits	79,656	11,159	90,815	82,045	11,494	93,539	84,507	11,839	96,345

TTL Employee Benefits	**1,146,972**	**476,619**	**1,623,591**	**1,333,381**	**490,917**	**1,824,299**	**1,373,383**	**505,645**	**1,879,028**
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	731,912	22,248	754,161	739,231	22,471	761,702	746,624	22,695	769,319
4300 Materials & Supplies	18,880	5,100	23,980	19,068	5,151	24,219	19,259	5,202	24,462
4310 Instructional Materials	769,749	64,106	833,855	777,446	64,747	842,193	785,221	65,395	850,615
4320 Office Supplies	190	0	190	192	0	192	194	0	194
4330 Meals & Events	190	0	190	192	0	192	194	0	194
4350 Other Supplies - Materials & Supplies	1,824	6,935	8,759	1,842	7,004	8,847	1,861	7,074	8,935
4400 Non - Capitalized Equipment - Staff	0	95,000	95,000	0	95,950	95,950	0	96,910	96,910
TTL Books/Supplies/Materials	**1,522,745**	**193,389**	**1,716,134**	**1,537,972**	**195,323**	**1,733,295**	**1,553,352**	**197,276**	**1,750,628**
5000 - Services & Operations									
5100 Subagreements For Services	0	95,000	95,000	0	95,950	95,950	0	96,910	96,910
5200 Travel & Conferences	0	1,094	1,094	0	1,105	1,105	0	1,116	1,116
5210 Mileage Reimbursements	1,140	7,196	8,336	1,151	7,268	8,420	1,163	7,341	8,504
5300 Dues & Memberships	4,560	0	4,560	4,606	0	4,606	4,652	0	4,652
5400 Insurance	45,071	0	45,071	45,522	0	45,522	45,977	0	45,977
5610 Facility Rents & Leases	28,386	0	28,386	28,670	0	28,670	28,957	0	28,957
5800 Professional Services - Non - instructional	50,350	950	51,300	50,854	960	51,813	51,362	969	52,331
5810 Legal	114,000	152,000	266,000	115,140	153,520	268,660	116,291	155,055	271,347
5820 Audit & CPA	20,900	0	20,900	21,109	0	21,109	21,320	0	21,320
5830 Non-Instructional Software Licenses/Fees	120,080	285	120,365	121,281	288	121,569	122,494	291	122,784
5840 Advertising & Recruitment	31,008	0	31,008	31,318	0	31,318	31,631	0	31,631
5841 Community Marketing	14,060	0	14,060	14,201	0	14,201	14,343	0	14,343
5850 Oversight Fees	144,400	0	144,400	145,844	0	145,844	147,302	0	147,302
5870 Live Scan Finger printing	152	0	152	154	0	154	155	0	155
5878 Testing & Assessments	14,968	0	14,968	15,118	0	15,118	15,269	0	15,269
5880 Instructional Vendors & Consultants	1,314,398	0	1,314,398	1,327,542	0	1,327,542	1,340,817	0	1,340,817
5890 Misc Other Outside Services	3,610	760	4,370	3,646	768	4,414	3,683	775	4,458
5930 Postage	24,700	0	24,700	24,947	0	24,947	25,196	0	25,196
5940 Technology Services	86,475	15,365	101,840	87,340	15,519	102,859	88,214	15,674	103,887
TTL Services & Operations	**2,018,258**	**272,650**	**2,290,909**	**2,038,441**	**275,377**	**2,313,818**	**2,058,825**	**278,131**	**2,336,956**
7438 Interest on Debt	0	0	0	0	0	0	0	0	
TTL EXPENDITURES	**8,624,442**	**1,879,727**	**10,504,169**	**8,964,355**	**1,926,798**	**10,891,153**	**9,161,758**	**1,975,188**	**11,136,946**
Description	**FY2025-26 Helendale Unrestricted**	**FY2025-26 Helendale Restricted**	**FY2025-26 Helendale Combined**	**FY2026-27 Helendale Unrestricted**	**FY2026-27 Helendale Restricted**	**FY2026-27 Helendale Combined**	**FY2027-28 Helendale Unrestricted**	**FY2027-28 Helendale Restricted**	**FY2027-28 Helendale Combined**
Revenues less Expenditures (Net Revenues)	**613,524**	**276,668**	**890,192**	**370,505**	**99,161**	**469,666**	**266,450**	**71,031**	**337,480**
Beginning Fund Balance-Unaudited Actuals	**4,399,427**	**211,358**	**4,610,785**	**5,012,951**	**488,026**	**5,500,977**	**5,383,456**	**587,188**	**5,970,644**
ENDING BALANCE	**5,012,951**	**488,026**	**5,500,977**	**5,383,456**	**587,188**	**5,970,644**	**5,649,906**	**658,219**	**6,308,124**
ENDING BALANCE AS % OF EXPENDITURES	**58.12%**	**25.96%**	**52.37%**	**60.05%**	**30.47%**	**54.82%**	**61.67%**	**33.32%**	**56.64%**

EXCEL ACADEMY
A TK-12 Public Charter School

Excel Academy Charter Schools

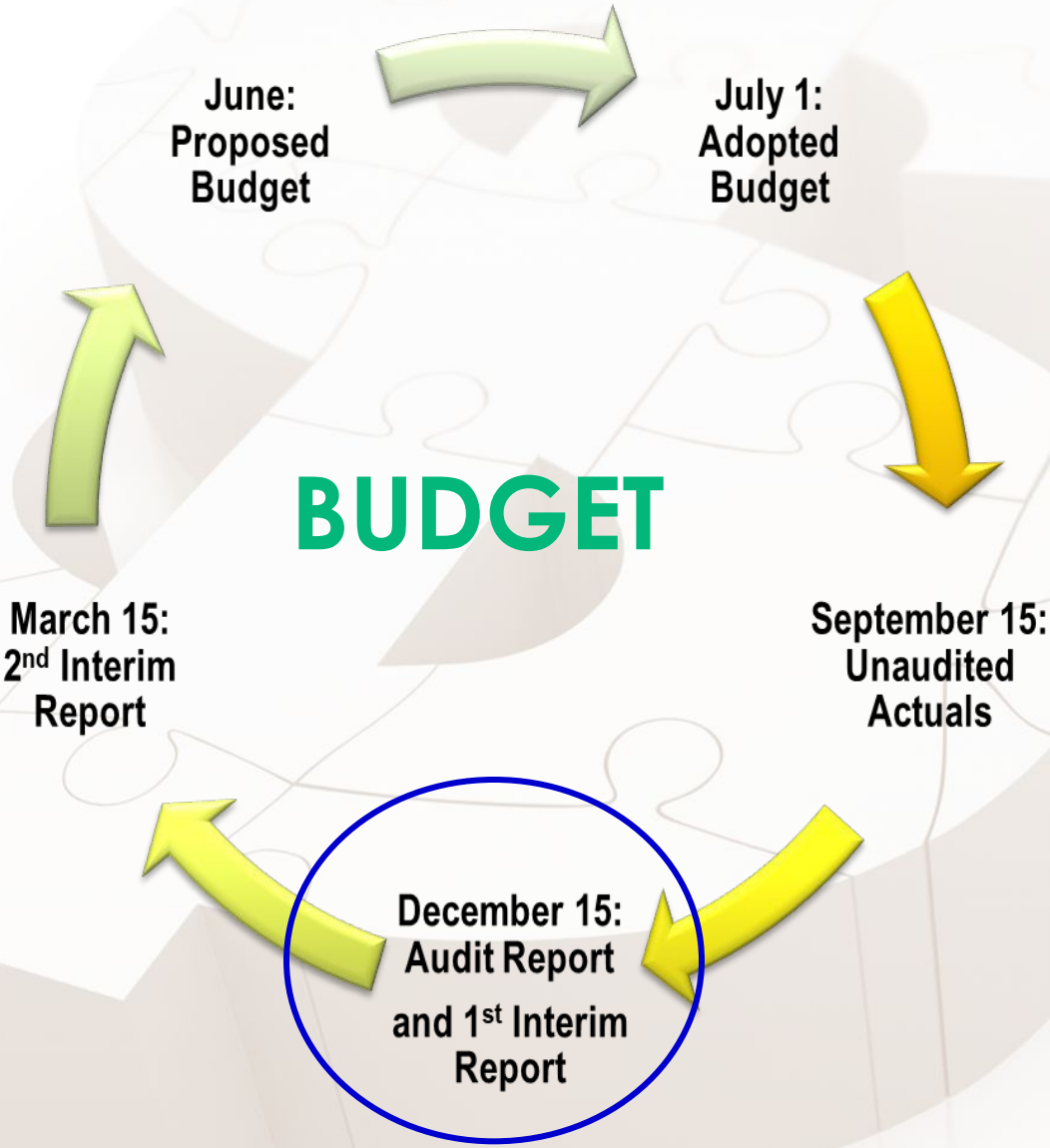
FY2025-26 First Interim Budget

December 11, 2025

Presentation Overview

- Budget Cycle
- Budget Assumptions
- ADA Analysis
- Multi-year Projection/Reserve Analysis
- Next Steps

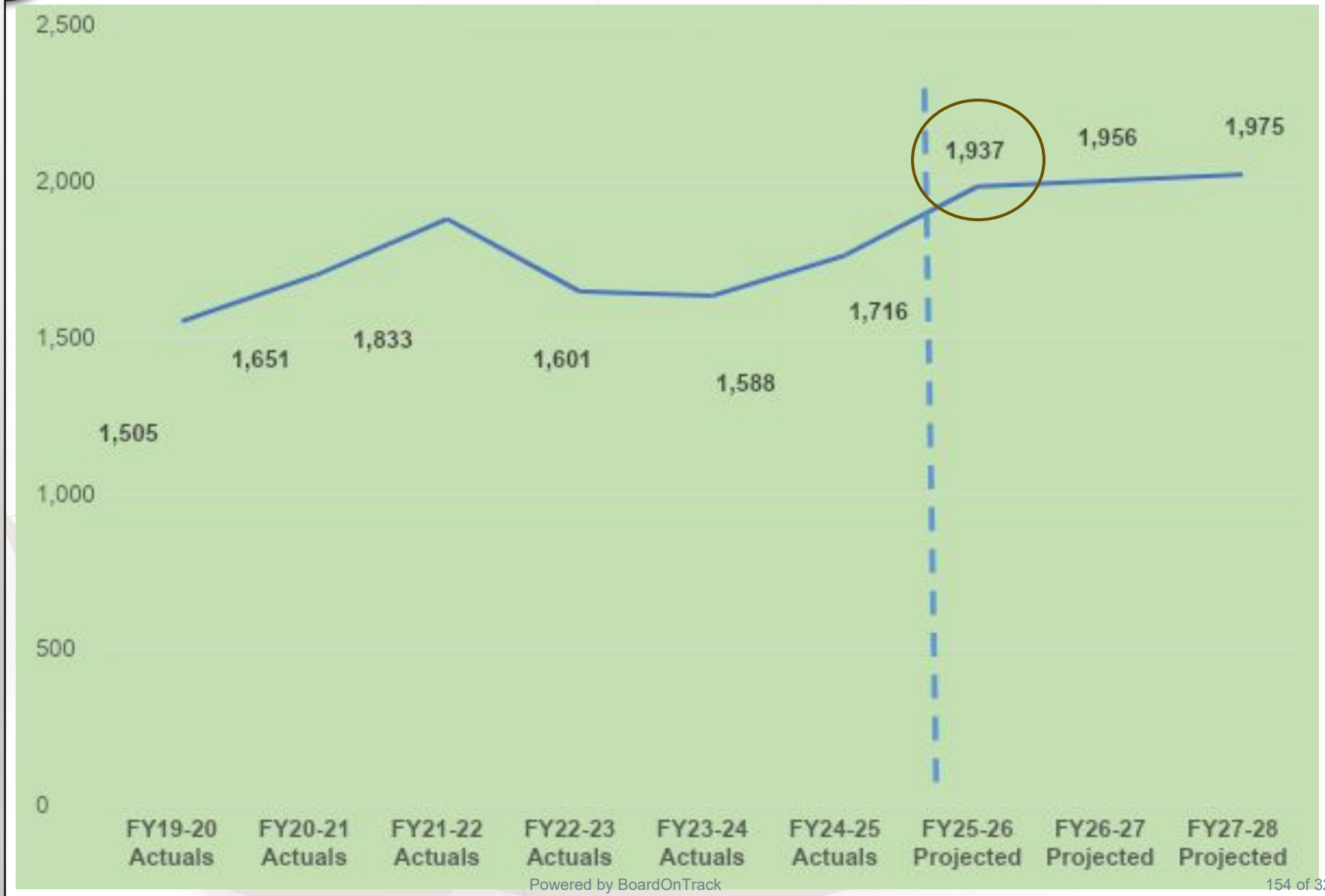
The Budget Cycle



Budgetary Assumptions

- **Revenues:**
  - COLA – Increase
    - FY2025-26 – 2.30% (DOF 2.30%)
    - FY2026-27 – 0.00% (DOF 3.02%)
    - FY2027-28 – 0.00% (DOF 3.42%)
  - Projected ADA FY25-26 – 1,937 (1,829 in June 2025)
  - Enrollment Increase Projection – 1.0% (7.32% last three years=349)
  - Attendance Rate (ADA) – 98%
- **Expenditures:**
  - Step and Column Increase –
    - FY2025-26 - 3%
    - FY2026-27 – 3%
    - FY2027-28 – 3%
  - STRS Contribution Increase – 19.10%

ADA Historical Analysis



Combined Multi-Year Projections (FY2025-26 1st Interim Budget)

	2025-26	2026-27	2027-28
Total Revenues	29,777,090	29,678,333	29,975,116
Total Expenditures	27,642,550	28,412,930	29,052,311
Projected Increase in Fund Balance	2,134,540	1,265,403	922,804
Beginning Balance as Adjusted	11,665,495	13,800,035	15,065,438
Projected Ending Balance	13,800,035	15,065,438	15,988,243
Adjustments to Ending Fund Balance			
Restricted Carryover Balances			
15% Required for Economic Uncertainties	4,146,382	4,261,939	4,357,846
Unappropriated Fund Balance Above 15%	9,653,653	10,803,499	11,630,397
Ending Balance Percent Of Expenditures	49.92%	53.02%	55.03%

Reserve Historical Balance

The Road Ahead

- **Anticipating Budget Impacts:**
  - One-time Grant Funding Expirations
    - Educator Effectiveness Block Grant – June 2026
    - Arts and Music Block Grant – June 2026
    - Learning Recovery Block Grant – June 2028
  - FY 2025-26 Second Interim Budget
  - Governor's Budget Proposal for FY2026-27

Coversheet

Approval of the Charter Tech Services (CTS) Agreement

Section: VIII. Business/Financial Services
Item: B. Approval of the Charter Tech Services (CTS) Agreement
Purpose: Vote
Submitted by:
Related Material: CTS Proposal for Excel Academy.pdf

BACKGROUND:

This contract will establish a new partnership with Orion Technology Group, L.L.C. d.b.a. Charter Tech Services (CTS) and Excel Academy. The goal of this relationship is to provide Excel Academy with a comprehensive technology support service that includes daily support/repair services, along with strategic technology planning for its various on-site administration and distance learning operations.

This agreement is intended to strengthen internal capacity, improve response times for technical issues, and ensure continuity of critical systems that directly support instruction and school operations. Leveraging CTS's expertise will allow staff to focus on core educational and business functions while maintaining reliable, secure, and compliant technology systems.

The proposed contract represents a strategic investment in operational stability, risk mitigation, and long-term infrastructure support.

RECOMMENDATION:

It is recommended that the Board of Directors approve the new contract with CTS to provide technology and operational support services. Approval of this agreement will strengthen system reliability, enhance operational efficiency, support instructional continuity, and mitigate technology and compliance risks. This partnership represents a strategic investment in the Charter School's infrastructure and long-term operational stability.

cts charter tech services

Technology Services Proposal for Excel Academy

Description

This document serves to describe a working relationship between Orion Technology Group, L.L.C. d.b.a. Charter Tech Services (CTS) and Excel Academy. The goal of this relationship is to provide Excel Academy with a comprehensive technology support service that includes daily support/repair services, along with strategic technology planning for its various on-site administration and distance learning operations.

Why Charter Tech Services

CTS is the leading provider of comprehensive technology support services for K-12 Education. Each year we donate more than 10% of our proceeds back to the schools we serve by sponsoring scholarships, tournaments, and other fundraisers. We differentiate ourselves from the competition by: 1) specializing in educational technology, 2) providing proactive onsite service, and 3) operating with scalable success throughout California and Colorado.

Why Outsource

1. Save Money: As a quick and nimble private company we're able to offer competitive benefits to our employees while still achieving significant cost savings for our clients.
2. Expertise: We're not just one skilled person, we've got a deep bench of experts ready to assist with your ever changing needs, without increasing your costs.
3. Accountability: Outsourcing provides our clients with greater ability to achieve accountable results vs. the typical HR red tape involved with employee accountability.
4. Continuity: Our service also provides for greater continuity as we're able to provide consistent high quality service even as individual team members naturally advance and move on in their careers.

Comprehensive Support Composition - Typical Makeup

1. **IT Management & Strategic Planning**
    a. CTS will participate in weekly admin meetings with the Excel Academy administration to review service quality, response times, and discuss any upcoming projects.
    b. CTS will take a leadership role in asset management: including planned upgrades and replacements. This will include inventory tagging, secured asset tracking, and planning of long term equipment needs.
    c. CTS will be responsible for coordinating all relevant technology resources to ensure Excel Academy success, including but not limited to: internal Excel Academy staff, CTS staff members, external vendors, and 3rd party partners. This means that the Excel Academy administration sets priorities and can trust CTS will work with all relevant parties to get the job done.
    d. CTS will work with the Excel Academy Administration to document processes, procedures, and technology configurations. This includes mapping out the most efficient methods of handling equipment repair and remote support for employees and students working/learning from home.
2. **Daily Repair and Support Team**
    a. **CTS will provide a support team sized at 2.0 FTE (with at least 1 FTE assigned onsite)**, to proactively respond to routine tech support, equipment distribution, and repair requests.
    b. **CTS will provide additional support** as needed for Excel Academy staff needs, testing events, and other onsite needs at the direction of Excel Academy.
    c. CTS technicians will track support requests via a ticketing system whereby requests are received by phone, email, and in-person. Requests may come from administrators, staff, students, and parents.
    d. CTS will provide higher level resources onsite as needed for no added cost, this may include Network Engineers, Application Specialists, etc.
    e. CTS will provide services outside of school hours at the direction of Excel Academy.
3. **Auxiliary Support**
    a. CTS will provide additional layers of support including but not limited to: daily IT management and planning, season demand fluctuations.
    b. CTS will provide higher level escalation support as needed and without limit. This support will be provided both onsite and remotely.
    c. CTS will provide mentorship and development for the onsite level-1 technicians to ensure that their value increases over time.
    d. CTS will provide additional onsite support as needed during times of higher need, such as smarter balanced testing.

Typical Support Interaction

1. Excel Academy Administration Team
    a. CTS expects to have regular weekly meetings with members of the Excel Academy Administration Team to provide routine updates and evaluate prioritization of ongoing initiatives.
    b. Excel Academy Administration Team will provide approval for necessary tech purchases and guidelines for satisfying routine tech order requests from staff.
    c. Excel Academy Administration Team may redirect and reprioritize CTS staff attention to/from various tech initiatives as deemed necessary.
2. Excel Academy Teachers and Staff
    a. Excel Academy Teachers and Staff will submit support requests for themselves, their co-workers, and/or their students/parents.
    b. These support requests may be submitted by phone, email, or in person.
    c. CTS will be available for in-person troubleshooting, equipment exchange, and one-on-one training at any Excel Academy Office location.
    d. Support requests may include, but are not limited to, requests for password assistance with various platforms, software installation, computer troubleshooting, office/school phone line troubleshooting, etc.
3. Excel Academy SPED Department
    a. Excel Academy SPED Department will provide instructions to CTS on necessary Assistive Technology that must be distributed to SPED Students.
    b. CTS expects to distribute/track Assistive Technology equipment such as Laptops, Tablets, Hotspots, Headsets, and other computer electronic devices.
    c. CTS understands that SPED Assistive Technology requests are very time sensitive and will work with the SPED Department to find timely and appropriate delivery options.
    d. CTS will install/manage student support Apps on laptops and tablets as requested by Excel Academy SPED Department.
4. Excel Academy Students and Parents
    a. Excel Academy Students and Parents will submit support requests via phone and email.
    b. CTS will follow Excel Academy instructions for validating the identity of students and parents.
5. Notes for all forms of support
    a. CTS will utilize a central UPS account for shipping/receiving equipment to/from Teachers and Staff.
    b. CTS will serve as a support concierge to any necessary outside tech support entities. This may include receiving end user reports of assistance needed, performing initial information gathering and research, and then reaching out to third parties as necessary (together with the end user) to ensure the issue is properly resolved and that the end user is fully supported throughout the whole process.

Typical IT Infrastructure and Support Expectations

1. **Data Collection and Evaluation**
    a. CTS will perform a diligent and extensive evaluation of Excel Academy needs.
    b. CTS works with approx 50 other charter schools and will draw on these experiences when making recommendations.
    c. All recommendations will be adjusted for any/all Excel Academy unique needs.
2. **Google Apps/Suite/Workspace Management**
    a. CTS will manage the Google Workspace for Education account as the foundational IT platform for the organization.
3. **Device Optimization**
    a. CTS will assist Excel Academy Administration with conducting an equipment survey and compiling results.
    b. CTS will work directly with Students/Parents to optimize device configuration and ensure software management platforms owned/controlled by Excel Academy.
    c. CTS will migrate Windows laptop authentication to Microsoft Azure and Microsoft InTune.
4. **Computer Inventory Procurement and Distribution**
    a. CTS will assist Excel Academy with technology asset management, procurement, and distribution.
    b. CTS will work with the student/staff ordering platform designated by Excel Academy to process equipment requests and fulfill those requests.
5. **Email / Backup and Recovery / Networking / Antivirus**
    a. CTS expects to continue utilizing the email server functionality built into the Google Google Workspace for Education.
    b. CTS expects to utilize the file storage, backup, and sync capabilities that are built into the Google Workspace. These platforms are industry leaders and are available within the licensing that the school already has.
    c. CTS expects to utilize Microsoft InTune to centrally manage Windows Defender across all Azure AD connected devices. This software is the standard in the education space for Antivirus and AntiMalware protection, and offers additional advanced feature sets that may be appropriate for leadership PCs.
6. **Computer Imaging / Cleanup / Deployment / Maintenance**
    a. CTS expects to have full responsibility for the configuration and support of all computer hardware in use by Excel Academy Staff, Teachers, and Students.
    b. This responsibility includes but is not limited to installing central management software, configuring software, and all other aspects of computer deployment and maintenance.
7. **IT Ticketing and Response**
    a. CTS will strive to provide a same-day response for every support request that comes in during business hours.
    b. CTS will provide emergency response as needed, and next-business day response for non-emergency requests.

Frequently Asked Questions

Question: Will Excel Academy be charged extra for additional tech support during seasonally busy times?
Answer: No. Contract pricing is based on dedicated FTE.

Question: Will Excel Academy be charged extra for additional labor fees to configure new laptops? Or set up new office equipment? Or assist with testing setup?
Answer: No. Contact pricing includes all labor typically expected of your IT dept.

Question: What costs is Excel Academy responsible for?
Answer: Support costs are a single fixed price and detailed below. Additional costs are subject to Excel Academy approval but include UPS shipping charges, software licensing fees, repair parts, computer equipment.

Question: What software costs are anticipated?
Answer: Excel Academy will need management software to centrally manage and license their Windows computers, Apple devices, and Chromebooks. Excel Academy will need internet filtering software for students.

- Typical Microsoft licensing costs $5.75 per staff member per month, students are included for free.
- Typical Apple Device management software costs approx $10 per device per year.
- Google Chromebook Device licenses cost approx $38 per device (one time), with each license lasting for the lifetime of the device.
- Typical CIPA compliant internet filters cost $5-$10 per student per year.
- CTS has provided Excel Academy with a software budgeting spreadsheet.

Question: Can CTS assist with student tech store orders or catalog development?
Answer: Yes. CTS can serve and assist in whatever capacity is deemed appropriate by the Excel Academy Administration. That may include sourcing, comparing, procuring, fulfilling, or simply supporting.

Basic Terms

1. Services shall begin on 1/1/2026.
2. Monthly service costs shall be $20,460 per month with 2.0 FTE dedicated to Excel Academy IT operations. Excel Academy may choose to increase FTE at any time at a prorated monthly rate.
3. *Excel Academy will monitor service capacity needs and may choose to downsize services to a level of 1.5 FTE at a base rate of $16,500 per month (this is a base rate quoted in the 2025-2026 school year which is subject to the same yearly cost increases described below).*
4. This agreement begins with a minimum six month commitment and shall remain in effect until cancelled with at least three months' written notice (earliest cancellation would be with notice given during month 3 for termination after month 6).
5. Unless superseded by another agreement or terminated, this price will increase by 5% every July 1st, beginning July 1st of 2026.
6. CTS shall bill Excel Academy for approved third-party materials and fees necessary to provide service. Examples include: shipping/packing costs, domain registration, computer cables, laptop parts, software licensing, manufacturer repair fees.
7. Where memory of verbal discussions contradicts any part of this document, this document alone shall serve as the final agreement.
8. In the event that Excel Academy would like to otherwise hire directly, hire indirectly, or contract to receive services from CTS's employees, subcontractors, or representatives, Excel Academy agrees to provide 3 months written notice of any service change and pay a fee equal to 30% of the first year's combined salary and benefits to CTS as a recruitment and training fee for each person.
9. In the event of serious disagreement, damages shall be limited to the total labor compensation earned under this agreement within a 3 month period. Disputes shall be arbitrated by a mutually agreed upon arbitrator, with the prevailing party entitled to reimbursement of legal fees.

Additional Terms

10. In order to remain FERPA compliant: During the term of this Agreement, and thereafter in perpetuity, neither party shall without the prior written consent of the other, disclose to anyone any Confidential Information of the other. "Confidential Information" for the purposes of this Agreement shall include each party's proprietary and confidential information such as, but not limited to, any Personal Identifiable Information (PII) of students, parents, and staff of Excel Academy and its member schools . Confidential Information shall not include any information that Excel Academy makes publicly available or information which becomes publicly available through no act of CTS or Excel Academy or is rightfully received by either party from a third party.

11. CTS shall not be liable to Excel Academy or any of its affiliates for any damages, whether incidental, direct, indirect, special, consequential or punitive damages arising out of service or equipment provided hereunder, including but not limited to loss of profits or revenue, loss of use of equipment, lost data, or loss to person or property, costs of substitute equipment or other costs even if CTS has been advised of the possibility of such damages. Regardless of the form of action, CTS's cumulative liability shall be only for loss or damage directly attributable to negligence of a CTS employee or contractor, for the cost of restoring the network to its condition prior to the negligence, but not to exceed thirty thousand Dollars. If a collection action is initiated by either party or if CTS has to defend any action by Excel Academy, CTS is entitled to its reasonable attorney fees and expenses to be paid by Excel Academy.
12. Implied Warranties are expressly disclaimed by CTS. A CTS contractor is a technician or contractor who operates on behalf of CTS, is paid by CTS and has access to CTS's service ticket management system for making time entries and charges for their work. CTS is not responsible for the acts of other technicians, contractors or consultants providing service to Excel Academy not under its control and direction. If Excel Academy purchases equipment from CTS it understands and agrees that it will look to the manufacturer for all remedies and warranties and agrees that CTS is not responsible for functioning of the equipment and has not made any express or implied warranties. CTS shall not be liable for any claim or demand against the Excel Academy by any third party on account of errors or omissions performed hereunder.
13. Force Majeure: Neither party shall be liable for any failure of or delay in performance of its obligations under this Agreement to the extent such failure or delay is due to circumstances beyond its reasonable control, including, without limitation, acts of God, acts of a public enemy, pandemics, fires, floods, wars, civil disturbances, sabotage, accidents, insurrections, terrorism, blockades, embargoes, storms, explosions, labor disputes, pandemics, acts of any governmental body, failure or delay of third parties or governmental bodies from whom approvals, authorizations, licenses, franchises or permits must be obtained, or inability to obtain labor, materials, equipment, or transportation or illness of CTS technical staff. Each party shall use reasonable efforts to minimize the duration and consequences of any failure of or delay in performance resulting from a Force Majeure event.
14. This Agreement is fully assignable by CTS. Immediately upon assignment the assignee's name, address and contact information shall be provided to the other party. This Agreement shall be fully binding and enforceable as against all permitted assignees and successors in interest.
15. Excel Academy agrees to carry liability insurance and property insurance covering any damage to its network as well as to any clients of the Excel Academy adversely affected by Excel Academy's network functioning or transmissions from its network.

References

This is a shortlist of relevant references for whom we are the exclusive provider of technology support services.

Blue Ridge Academy Samantha Haynes samantha.haynes@theblueridgeacademy.com	Steele Canyon High School Scott Parr sparr@schscougars.org
Contra Costa School of Performing Arts Neil McChesney neil.mcchesney@cocospa.org	Heartland Charter School Lydia Olds lydia.olds@heartlandcharterschool.com

Acceptance

Both parties agree to the terms and descriptions set forth above.

Orion Technology Group LLC
(d.b.a Charter Tech Services)

_____
(sign & date)

Andrew Lane

President

Excel Academy

_____
(sign & date)

Name: _____

Title: _____

Coversheet

Approval of School Plan for Student Achievement (SPSA)

Section: IX. Education Services
Item: A. Approval of School Plan for Student Achievement (SPSA)
Purpose: Vote
Submitted by:
Related Material:
2025_School_Plan_for_Student_Achievement_Excel_Academy_Charter_School_-_Helendale_20251204 FINAL.pdf
2025_School_Plan_for_Student_Achievement_Excel_Academy_Charter_School_-_Warner_20251204 FINAL.pdf
SPSA - Board Meeting - 12_11 Pres.pdf

BACKGROUND:

The School Plan for Student Achievement (SPSA) is a comprehensive document aligned with the LCAP that provides details about the school's planned actions and expenditures to support student outcomes and overall performance.

RECOMMENDATION:

It is recommended the Board approve the School Plan for Student Achievement (SPSA) as presented.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excel Academy Charter School - Helendale	California	November 20, 2025	December 11, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Excel Academy Charter School - Helendale for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Excel Academy Charter School - Helendale for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Excel Academy Charter School's School Plan for Student Achievement (SPSA) is aligned with the Local Control and Accountability Plan and the Learning Continuity and Attendance Plan. Our school plan for student achievement is focused on providing students with academic support to ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality, equity based education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Our goals are aligned with our LCAP goals: Goal 1: Increasing student academic achievement; Goal 2: Promote student engagement, high average daily attendance, and a positive school climate; Goal 3: Increase family, community connections and partnerships; Goal 4: Ensure students are on track to graduate.

Based on the 21/22 enrollment, due to our large concentration of 250 out of 612 students (40.8%) Socioeconomically Disadvantaged enrollment, Excel Academy Charter School qualified for Title I, Part A funds to assist in meeting students' educational goals.

24/25 reported enrollment showed that 331 out of 660 students (50%) were socioeconomically disadvantaged.

Evaluating the effectiveness of the Title I schoolwide plan (SWP) will be an ongoing process that includes weekly teacher monitoring of student work and course completion, monitoring and support from the leadership team, survey feedback from educational partners, and quarterly meetings with the Schoolsite Council (SSC). The LCAP input survey and annual review of the LCAP goals and action steps/services will be monitored annually.

Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/20/2025
SPSA Governing Board Approval: 12/11/2025
Educational Partners Input Survey: 3/2026
Governing Board SWP Waiver: 12/09/21

LCAP Alignment, Annual Review, SSC Input: 5/21/2026
LCAP Governing Board Public Meeting for Input: 6/2026
LCAP Governing Board Public Meeting for Approval: 6/2026
LCAP Budget Overview for Parents: 6/2026

Educational Partner Involvement

How, when, and with whom did Excel Academy Charter School - Helendale consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's Title I status and Title I policies:
Schoolsite Council (SSC) Meeting 9/25/2025
Support with the alignment of the Title I plan, the LCAP was provided by the Director of Operations and Accountability.
English Learner Advisory Council (ELAC) Meeting: 11/05/2025
SSC Meeting to review and approve SPSA: 9/25/2025 (review), 11/20/2025 (review and approve)
Governing Board Meeting to present the SPSA: 12/11/2025 - The upcoming board meeting was announced at both the SSC and ELAC meetings.

Title I Parent and School Compact Board approved: Adopted 5/14/2020 - updated and board approved on 12/12/2024
Family and Parent Engagement Policy approved: Adopted 5/14/2020 - updated and board approved on 3/13/2025

To ensure parents have the opportunity to provide input, communication of the following meetings (i.e. SSC, ELAC, Board Meetings) is shared through a variety of platforms, such as the school website, school social media, Beehively, email reminders, and teacher meetings. All of these meetings are either held in person or through Zoom.

In addition, all educational partners are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Schoolsite Council (SSC), and Parent Advisory Council (PAC) meetings. Invitations are sent from the teacher, and through Beehively and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the accountability heading. The PAC meeting is held in conjunction with the Parent Power-Up which is a parent education event with sessions pertaining to parent/student academic support.

EACS collected parent survey feedback to assess and address family needs. In addition, EACS created an easily accessible form on our website where families can request support. Through Beehively, all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. Translation services for parent/guardian meetings are always available.

The ELAC meeting was held on November 5, 2025 and the SSC meeting was held on November 20, 2025 to review, discuss, and approve the SPSA. The upcoming board meetings were announced at both meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There are no current resource inequities to report. On the contrary, EACS ensures that all students have a fair, equal, equitable, and significant opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, we frequently review and respond based on available data.

Ongoing communication between teachers, parents, and students ensure that the department leads and administrative team are aware of specific student academic, social-emotional, and mental health needs. Students are provided with the necessary interventions, supports, services, and resources based on individual needs.

The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the Superintendent then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

As reported on the 2025 CA Dashboard, there are no state indicators for which the school's overall performance fell within the Red or Orange performance categories.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In ELA, performance across student groups showed mixed results. Hispanic students declined by 3.5 points and remained in Yellow, while SED students declined by 8.9 points and dropped from Yellow to Orange (two performance levels from Green). SPED students experienced the largest decline, falling 20.3 points and moving from Orange to Red (two or more levels from Green). In contrast, students identified as Two or More Races increased by 23.8 points and

moved to Blue, and Asian students increased by 4.1 points and also moved to Blue—both groups having no color designation last year. White students maintained positive performance with a 6.9-point increase and remained in Green.

In Math, several student groups experienced notable declines. Hispanic students declined by 32.7 points and remained in Orange, while SED students declined by 12.3 points and moved from Yellow to Orange (one performance level from Yellow). SPED students declined by 7.4 points and remained in Red (two levels below Yellow) . In contrast, students identified as Two or More Races increased by 16.3 points and moved to Blue, and Asian students increased by 9.1 points and also moved to Blue—neither group having a color designation last year. White students declined by 17.8 points and moved from Blue to Yellow.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Students performing below grade level on i-Ready ELA and math diagnostic assessments receive targeted instruction through the WIN (What I Need) Intervention Program with equity-based resources to accelerate growth toward grade-level proficiency. EACS conducted a deep analysis of disaggregated i-Ready benchmark data, CAASPP results, and teacher-reviewed rosters, highlighting trends, celebrations, and actionable next steps.

This year, teachers and leadership examined performance across grade-level cohorts, student subgroups, and contiguous enrollment, while reviewing demographics, parent involvement, curriculum, disabilities, and local assessment results to identify causes of declines and strategies to move students into Green and Blue performance levels. i-Ready benchmark score reports, quick writes, and close analysis of student work inform pupil outcomes, while goal setting supports self-efficacy and motivation.

Ongoing staff collaboration ensures data-driven decisions to guide instruction, interventions, and resources to meet the needs of all learners, including socioeconomically disadvantaged students, English Learners, and students with disabilities, ultimately strengthening skills and closing learning gaps.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Excel Academy Charter School - Helendale. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	2.75%	3.65%	2.88%	15	22	19
Asian	11.38%	11.96%	11.82%	62	72	78
Filipino	1.1%	1.00%	1.21%	6	6	8
Hispanic/Latino	47.34%	45.18%	45.15%	258	272	298
Pacific Islander	0.55%	0.83%	0.61%	3	5	4
White	22.75%	25.25%	27.58%	124	152	182
Two or More Races	11.19%	9.63%	9.24%	61	58	61
Not Reported	2.94%	2.49%	1.52%	16	15	10
			Total Enrollment	545	602	660

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			38
Kindergarten	73	48	48
Grade 1	53	51	58
Grade 2	56	51	58
Grade3	54	66	53
Grade 4	44	58	59
Grade 5	54	43	64
Grade 6	43	55	52
Grade 7	43	54	51
Grade 8	34	44	61
Grade 9	24	37	28
Grade 10	27	19	34
Grade 11	23	32	27
Grade 12	17	19	29
Total Enrollment	545	602	660

Conclusions based on this data:

1. EACS will continue to prioritize focusing on enrollment and retention by providing equitable opportunities, individualized support, and best practices for all students.
2. EACS has seen a positive outcome and significant growth on state assessments from contiguous enrollment by students who have remained with EACS for 3+ years.
3. EACS offers personalized learning opportunities and virtual instruction which provides students and parents with choice and options to secure placement that best fits the individual needs of the students. The educational paths impact retention and enrollment growth.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	17	27	23	3.1%	4.5%	3.5%
Fluent English Proficient (FEP)	62	67	72	11.4%	11.1%	10.9%
Reclassified Fluent English Proficient (RFEP)	41	47	49			

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Leaners to progress in language fluency and become reclassified. Students are required to complete ELD curriculum and participate in live instruction to strengthen language skills and close learning gaps. EACS is seeing improvement and progress in terms of reclassification.
2. Students who are reclassified fluent English proficient are monitored for progress using the CAASPP score reports (grades 3-8, 11), local i-Ready diagnostic benchmark assessments, pacing guides, completed coursework, and course related assessments. Students who are not meeting grade level expectations are provided interventions, resources, and additional support.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55	63	51	55	63	51	55	63	51	100.0	100	100
Grade 4	44	60	60	44	59	60	44	59	60	100.0	98.3	100
Grade 5	53	49	67	52	49	66	52	49	66	98.1	100	98.5
Grade 6	44	57	51	44	56	50	44	56	50	100.0	98.2	98
Grade 7	45	54	52	45	52	52	45	52	52	100.0	96.3	100
Grade 8	33	38	61	32	38	60	32	38	60	97.0	100	98.4
Grade 11	26	32	23	24	29	22	23	29	22	92.3	90.6	95.7
All Grades	300	353	365	296	346	361	295	346	361	98.7	98	98.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2434.	2428.	2413.	36.36	31.75	27.45	20.00	17.46	19.61	20.00	23.81	27.45	23.64	26.98	25.49
Grade 4	2480.	2466.	2480.	38.64	30.51	31.67	18.18	15.25	20.00	13.64	22.03	23.33	29.55	32.20	25.00
Grade 5	2534.	2479.	2505.	25.00	14.29	27.27	36.54	26.53	24.24	26.92	24.49	19.70	11.54	34.69	28.79
Grade 6	2536.	2531.	2532.	22.73	17.86	16.00	29.55	37.50	38.00	22.73	19.64	24.00	25.00	25.00	22.00
Grade 7	2599.	2578.	2581.	28.89	21.15	23.08	37.78	44.23	44.23	24.44	15.38	21.15	8.89	19.23	11.54
Grade 8	2603.	2593.	2597.	21.88	26.32	33.33	46.88	36.84	38.33	21.88	21.05	10.00	9.38	15.79	18.33
Grade 11	2639.	2633.	2564.	39.13	48.28	22.73	26.09	27.59	31.82	21.74	3.45	18.18	13.04	20.69	27.27
All Grades	N/A	N/A	N/A	30.17	26.01	26.59	30.17	28.61	30.47	21.69	19.65	20.50	17.97	25.72	22.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.55	25.40	21.57	49.09	53.97	58.82	16.36	20.63	19.61
Grade 4	22.73	28.81	25.00	59.09	49.15	56.67	18.18	22.03	18.33
Grade 5	21.15	20.41	22.73	73.08	57.14	53.03	5.77	22.45	24.24
Grade 6	25.00	25.00	28.00	52.27	48.21	50.00	22.73	26.79	22.00
Grade 7	35.56	38.46	26.92	62.22	46.15	61.54	2.22	15.38	11.54
Grade 8	21.88	18.42	40.00	68.75	60.53	45.00	9.38	21.05	15.00
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	27.80	28.03	26.59	60.00	50.58	54.29	12.20	21.39	19.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.27	17.46	13.73	45.45	53.97	56.86	27.27	28.57	29.41
Grade 4	11.36	16.95	15.00	59.09	35.59	60.00	29.55	47.46	25.00
Grade 5	30.77	8.16	21.21	51.92	48.98	51.52	17.31	42.86	27.27
Grade 6	13.64	14.29	6.00	59.09	50.00	70.00	27.27	35.71	24.00
Grade 7	24.44	28.85	34.62	62.22	46.15	48.08	13.33	25.00	17.31
Grade 8	28.13	26.32	25.00	56.25	52.63	51.67	15.63	21.05	23.33
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	24.41	21.10	19.67	53.90	45.95	55.68	21.69	32.95	24.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.55	20.63	9.80	70.91	65.08	78.43	14.55	14.29	11.76
Grade 4	13.64	8.47	13.33	72.73	83.05	73.33	13.64	8.47	13.33
Grade 5	21.15	12.24	18.18	76.92	73.47	74.24	1.92	14.29	7.58
Grade 6	11.36	21.43	12.00	81.82	64.29	74.00	6.82	14.29	14.00
Grade 7	33.33	17.31	19.23	62.22	69.23	75.00	4.44	13.46	5.77
Grade 8	18.75	26.32	23.33	75.00	68.42	66.67	6.25	5.26	10.00
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	18.98	17.92	16.34	73.22	70.81	72.30	7.80	11.27	11.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.55	19.05	9.80	65.45	63.49	72.55	20.00	17.46	17.65
Grade 4	20.45	18.64	16.67	65.91	67.80	71.67	13.64	13.56	11.67
Grade 5	19.23	12.24	27.27	63.46	55.10	50.00	17.31	32.65	22.73
Grade 6	27.27	19.64	10.00	59.09	66.07	76.00	13.64	14.29	14.00
Grade 7	37.78	19.23	17.31	46.67	69.23	71.15	15.56	11.54	11.54
Grade 8	28.13	26.32	30.00	65.63	65.79	61.67	6.25	7.89	8.33
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	23.73	19.94	19.67	61.69	64.16	65.10	14.58	15.90	15.24

Conclusions based on this data:

1. EACS works diligently to ensure that our students meet the participation requirement set by the state on the CAASPP assessments. EACS has consistently exceeded the 95% required participation set by the state. In 2024, 98% of all students completed the ELA CAASPP assessments and in 2025, 99% completed the required assessments.

2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners. EACS recognizes the need to focus on developing comprehension and written expression. EACS is currently piloting a writing program.

3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and teacher-led sessions to help students prepare for the comprehensive and performance tasks in ELA, math, and CAST.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55	63	51	55	63	51	55	63	51	100.0	100	100
Grade 4	44	60	60	44	59	60	44	59	59	100.0	98.3	100
Grade 5	53	49	67	52	49	66	52	49	66	98.1	100	98.5
Grade 6	44	57	51	44	56	50	44	56	50	100.0	98.2	98
Grade 7	45	54	52	45	52	52	45	52	52	100.0	96.3	100
Grade 8	33	38	61	32	38	60	32	38	60	97.0	100	98.4
Grade 11	26	32	23	23	29	22	23	29	22	88.5	90.6	95.7
All Grades	300	353	365	295	346	361	295	346	360	98.3	98	98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2444.	2444.	2412.	27.27	36.51	17.65	29.09	23.81	21.57	21.82	14.29	25.49	21.82	25.40	35.29
Grade 4	2462.	2481.	2475.	22.73	25.42	20.34	25.00	22.03	22.03	27.27	23.73	32.20	25.00	28.81	25.42
Grade 5	2532.	2482.	2483.	26.92	14.29	18.18	21.15	20.41	18.18	32.69	26.53	22.73	19.23	38.78	40.91
Grade 6	2525.	2539.	2518.	25.00	30.36	26.00	20.45	12.50	14.00	25.00	26.79	26.00	29.55	30.36	34.00
Grade 7	2567.	2550.	2601.	24.44	21.15	38.46	24.44	30.77	21.15	35.56	17.31	19.23	15.56	30.77	21.15
Grade 8	2564.	2577.	2607.	21.88	21.05	38.33	25.00	26.32	25.00	21.88	26.32	13.33	31.25	26.32	23.33
Grade 11	2597.	2615.	2621.	26.09	13.79	31.82	8.70	41.38	22.73	30.43	13.79	18.18	34.78	31.03	27.27
All Grades	N/A	N/A	N/A	25.08	24.57	26.67	23.05	23.99	20.56	27.80	21.39	22.78	24.07	30.06	30.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.09	36.51	23.53	50.91	39.68	37.25	20.00	23.81	39.22
Grade 4	27.27	28.81	23.73	40.91	40.68	44.07	31.82	30.51	32.20
Grade 5	32.69	12.24	16.67	48.08	44.90	37.88	19.23	42.86	45.45
Grade 6	20.45	23.21	22.00	47.73	39.29	36.00	31.82	37.50	42.00
Grade 7	26.67	21.15	38.46	57.78	48.08	42.31	15.56	30.77	19.23
Grade 8	25.00	21.05	35.00	46.88	60.53	41.67	28.13	18.42	23.33
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	27.12	24.86	26.67	48.14	43.93	39.72	24.75	31.21	33.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.91	34.92	23.53	50.91	39.68	41.18	18.18	25.40	35.29
Grade 4	27.27	30.51	23.73	40.91	37.29	52.54	31.82	32.20	23.73
Grade 5	28.85	10.20	21.21	59.62	59.18	40.91	11.54	30.61	37.88
Grade 6	11.36	26.79	22.00	65.91	46.43	52.00	22.73	26.79	26.00
Grade 7	20.00	25.00	40.38	62.22	50.00	44.23	17.78	25.00	15.38
Grade 8	25.00	18.42	38.33	59.38	63.16	40.00	15.63	18.42	21.67
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	24.75	24.57	28.33	55.59	50.87	45.56	19.66	24.57	26.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.64	36.51	19.61	54.55	31.75	52.94	21.82	31.75	27.45
Grade 4	29.55	27.12	23.73	43.18	45.76	57.63	27.27	27.12	18.64
Grade 5	23.08	10.20	6.06	59.62	69.39	56.06	17.31	20.41	37.88
Grade 6	22.73	16.07	18.00	61.36	60.71	50.00	15.91	23.21	32.00
Grade 7	31.11	17.31	30.77	48.89	63.46	57.69	20.00	19.23	11.54
Grade 8	12.50	15.79	35.00	62.50	68.42	48.33	25.00	15.79	16.67
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	23.73	20.52	22.22	54.58	56.07	54.17	21.69	23.41	23.61

Conclusions based on this data:

1. EACS works diligently to ensure that we meet the participation requirement set by the state on the CAASPP assessments. EACS has consistently exceeded the 95% required participation set by the state. In 2024, 98% of all students completed the math CAASPP assessments, and in 2025, 99% completed the required assessments.

2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners.
3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and teacher-led sessions to help students prepare for the computer adaptive and performance tasks in ELA, math, and CAST.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	6	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	4
5	*	*	*	*	*	*	*	*	*	*	*	4
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades										19	25	24

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
All Grades	50.00	20.00	20.83	27.78	32.00	37.50	16.67	36.00	25.00	5.56	12.00	16.67	18	25	24

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
All Grades	38.89	16.00	45.83	44.44	60.00	29.17	11.11	12.00	16.67	5.56	12.00	8.33	18	25	24

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
All Grades	38.89	16.00	25.00	16.67	32.00	25.00	38.89	40.00	25.00	5.56	12.00	25.00	18	25	24

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	33.33	28.00	37.50	61.11	60.00	45.83	5.56	12.00	16.67	18	25	24

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	55.56	36.00	58.33	33.33	48.00	33.33	11.11	16.00	8.33	18	25	24

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	44.44	20.00	16.67	50.00	56.00	37.50	5.56	24.00	45.83	18	25	24

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	44.44	20.00	16.67	50.00	72.00	79.17	5.56	8.00	4.17	18	25	24

Conclusions based on this data:

1. EACS continues to provide the necessary curriculum, teacher-led instruction, support, interventions, and resources for English Learner (EL) students to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.
2. EL students are required to participate in English Language Development (ELD) curriculum and live instruction to build reading, writing, listening, and speaking skills. To build motivation and self-efficacy, EL students are tasked with goal setting, and they review their goals and assess their individual progress throughout the school year with teacher guidance and support.
3. The ELD teachers walk each student through the practice tests provided by the state to ensure the students are acclimated to the organization of the assessments, are familiar with the type of test questions, and can navigate the computer.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
660	**50.2%**	**3.5%**	**0.0%**
Total Number of Students enrolled in Excel Academy Charter School - Helendale.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	3.5%
Foster Youth	0	0.0%
Homeless	2	0.3%
Socioeconomically Disadvantaged	331	50.2%
Students with Disabilities	69	10.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	2.9%
American Indian	0	0.0%
Asian	78	11.8%
Filipino	8	1.2%
Hispanic	298	45.2%
Two or More Races	61	9.2%
Pacific Islander	4	0.6%
White	182	27.6%

Conclusions based on this data:

1. EACS continues to focus on attendance, retention, and providing instruction that is equitable for all students groups.

2. As indicated as goal 2 in the LCAP, EACS will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance. The SPSA addresses specific goals and actions that directly correlate with the four LCAP goals.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** No Performance Color	**Suspension Rate** Blue
Mathematics Yellow	**Chronic Absenteeism** Blue	
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. For the past three years, EACS students participated in the CAASPP assessments and have exceeded the participation requirement set by the state. EACS is pleased to see the progress our students made to remain in Green in ELA, as well as the growth with the Grad Rate, CCI and Chronic Absenteeism from 2024 to 2025. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.
2. As part of the LCAP goals, EACS continues to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication to ensure low chronic absenteeism and zero suspension. With effective intervention and support, EACS ensures that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.
3. As part of the LCAP goals, EACS ensures that effective programs are in place to ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners is in place to help ensure proper support to prepare high school students for required internal and state assessments.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	1	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
10.1 points above standard	19.6 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -1.1 points	Increased 26.3 points	7 Students
349 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	11.1 points below standard
	6 Students	Declined 8.9 points
		190 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
80.7 points below standard	57.1 points below standard	0 Students
Declined 20.3 points	14 Students	
49 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
52.4 points above standard	Fewer than 11 students - No Data for Privacy	2.6 points below standard
Increased 4.1 points	6 Students	Declined 3.5 points
41 Students		159 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
32.1 points above standard	Fewer than 11 students - No Data for Privacy	14 points above standard
Increased 23.8 points	2 Students	Declined 6.9 points
33 Students		87 Students

Conclusions based on this data:

1. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.
2. In terms of students with disabilities testing 80.7 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 49 students with disabilities who took the ELA assessment out of 349 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support towards continued growth among the SWD population.
3. The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
9.9 points below standard	48.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 3.1 points	Declined 23 points	7 Students
350 Students	29 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	34.9 points below standard
	6 Students	Declined 12.3 points
		191 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
105.8 points below standard	71.9 points below standard	0 Students
Declined 7.4 points	14 Students	
49 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
50 points above standard	Fewer than 11 students - No Data for Privacy	32.7 points below standard
Increased 9.1 points	6 Students	Declined 6.3 points
41 Students		160 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
16.3 points above standard	Fewer than 11 students - No Data for Privacy	5.7 points below standard
Increased 16.3 points	2 Students	Declined 17.8 points
33 Students		87 Students

Conclusions based on this data:

1. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.

2. In terms of students with disabilities testing 105.8 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 49 students with disabilities who took the math assessment out of 350 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support towards continued growth among the SWD population.

3. The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
61.8 science points	48.6 science points	Fewer than 11 students - No Data for Privacy
Increased 4 points	13 Students	3 Students
145 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	56.8 science points
	2 Students	Maintained 0.8 points
		85 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
46.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 14.4 points	4 Students	
27 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
65.3 science points	Fewer than 11 students - No Data for Privacy	58 science points
16 Students	2 Students	Increased 3.8 points
		69 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	64.9 science points
9 Students	2 Students	Increased 3.7 points
		42 Students

Conclusions based on this data:

1. The CAST assessment results are indicated as "informational purposes" only on the CA Dashboard. The vast majority of student groups did not earn a performance color due to the low number of students represented in each group.
2. EACS is pleased with the overall progress the students made to measure proficiency and score Green. The participation grew as well as the points increased.
3. SED maintained 0.8 points and Hispanic students increased 3.8 points which kept both student groups scoring Green.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
22.2 making progress.	making progress.
Number Students: 18 Students	Number Students: 6 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
23.5%	52.9%	0%	23.5%

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Leaners to progress in language fluency and become reclassified. Individual student progress is monitored and interventions are in place.
2. Based on the internal desegregation of EL performance on both mathematics and ELA, students need the weekly live instruction to strengthen their listening and speaking skills in order to express their ideas, build confidence, and improve their comprehension, vocabulary, and pronunciation. These skills are reflected in their communication, interpretation, critical thinking, and how they express themselves and show understanding.
3. The cohort of EL students did not meet the minimum requirement for the data to be highlighted on the dashboard.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
Prepared 67.7%	Fewer than 11 students - No Data for Privacy	0 Students
Increased 30.2%	1 Student	
31 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Prepared 60%
		Increased 16.3%
		20 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
5 Students	1 Student	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 68.8%
2 Students		Increased 45.7%
		16 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
4 Students		7 Students

Conclusions based on this data:

1. Due to the small cohort population of 31 students, the college and career indicator did not earn a performance color.
2. As part of the LCAP, EACS maintains high expectations to ensure that all students are provided with the proper academic plan for college and career readiness. 67.7% of students were college/career ready which was a 30.2% increase from 2024.
3. EACS students choose a college or career pathway in 9th grade with choices to prepare them for college and/or career readiness. A team of teachers, counselors, and administration work together to help prepare students for their post-graduation goals.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
1.4% Chronically Absent	4.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained -0.1	Increased 4.5	5 Students
586 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	Fewer than 11 students - No Data for Privacy	2.4% Chronically Absent
	9 Students	Declined 0.7
		289 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
3.2% Chronically Absent	0% Chronically Absent	0 Students
Increased 1.8	Maintained 0	
62 Students	19 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	1.9% Chronically Absent
Maintained 0	6 Students	Declined 0.5
68 Students		262 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
1.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	0.6% Chronically Absent
Maintained -0.2	3 Students	Maintained -0.1
69 Students		159 Students

Conclusions based on this data:

1. EACS diligently monitors student enrollment and absenteeism. Systems of support are in place to ensure that students are attending school regularly.
2. EACS is pleased with the growth indicated on the CA Dashboard, and will continue to ensure that chronic absenteeism remains a focus and attendance is a critical and high priority.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	
96.8% graduated	Fewer than 11 students - No Data for Privacy	
Increased 5.1%	1 Student	
31 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	95% graduated
		Declined 5%
		20 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
5 Students	1 Student	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	93.8% graduated
2 Students		Declined 6.3%
		16 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
4 Students		7 Students

Conclusions based on this data:

1. EACS works diligently to ensure that students are academically engaged and are meeting requirements to graduate. Systems of support are in place for students who need additional resources and interventions to be successful.
2. The small cohort of 31 students did not meet the minimum requirement to be reflected on the dashboard. However, with the 96.8% graduation rate indicated, there was an increase of 5.1% from 2024.
3. The EACS team of Counselors work to ensure that each student has a 4-year plan individualized to prepare them for graduation. They maintain multiple parent and student resources including an online counselor's corner and monthly workshops and planning meetings.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	7 Students
729 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	0% suspended at least one day	0% suspended at least one day
	11 Students	Maintained 0%
		370 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
81 Students	21 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	8 Students	Maintained 0%
81 Students		337 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	4 Students	Maintained 0%
85 Students		193 Students

Conclusions based on this data:

1. EACS has zero percent suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by employing qualified credentialed educators, and providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - What Works Clearinghouse (https://ies.ed.gov/ncee/wwd/FWW).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics monitored to ensure students are on track for graduation.

Goal 1 is aligned to various actions of the goals outlined in the LCAP - Goals 1-4

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

EACS identified the need to focus on the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities, as measured by the California School Dashboard, desegregated CAASPP, ELPAC, and i-Ready data. EACS will provide intensive and individualized monitoring of students performing below grade level in the WIN (What I Need) intervention program. Ongoing data analysis by the administrators and department leads to strategic program planning and best practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Students (Tier III) ELA Tier III: Decrease the percentage of students in Tier III ELA	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP 2025 - 22.4% of students did not meet state standards 3% GROWTH from 2024 i-Ready 2025 Fall - 17.7% students are Tier III 3.9% GROWTH from 2024 Historical year over year spring data indicates 2%+ will move to Tier II or I	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in ELA
Title 1 Students (Tier III) Math Tier III: Decrease the percentage of students in Tier III Math	Title 1 Students (Tier III) - 2+ grade levels below Math CAASPP 2025 - 30.2% of students did not meet state standards No GROWTH from 2024, instead remained consistent i-Ready 2025 Fall - 19.9% students are Tier III 1.6% GROWTH from 2024 Historical year over year spring data indicates 2%+ will move to Tier II or I	Title 1 Students (Tier III) - 2+ grade levels below Math CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in Math

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	LCAP 4.4: Ensure all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. All students will have access to practice assessments, virtual test prep training provided by assigned credentialed teachers, and grade level pencil paper practice packets in math and ELA.	All Students	13,572 LCFF Test preparation-Manual Timesheets
1.2	LCAP 1.3 - Tier III students are provided with academic subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. The subscriptions are offered to students who score one or more grade levels behind in reading and/or math on the local i-Ready diagnostic assessments. These students are required to use the resources weekly to help close learning gaps.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	36,442 LCFF Subscriptions and supplemental resources 9,930 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Subscriptions and supplemental resources
1.3	LCAP 3.4 and 4.3 - Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (https://ies.ed.gov/ncee/wwd/FWW). Teachers meet with students on a regular basis to monitor, mentor, and to provide ongoing support. The Intervention and Assessment Departments will monitor and support targeted students as well. EACS properly vets all newly hired Content and Community Providers to ensure standards alignment and safety for our students. EACS provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Leadership reviews and strengthens the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	539,390 LCFF Instruction and curriculum (Instructional Funds) High School
1.4	EACS will continue to streamline communication with Title I parents, translate documents as needed, and provide pertinent information during ELAC meetings while encouraging engagement and collaboration. At this time, EACS is below the 15% threshold that requires translations; however, all posts on Beehively can be immediately translated into Spanish. Translated information, meetings, and updates in other home languages are available to parents/guardians of English Learners upon request. LCAP Goal 2.3 - Educational Partner Communication - Beehively, school website, and social media platforms LCAP Goal 3:1 EACS will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making for policy and program improvement. EACS is implementing a survey platform to ensure that all departments are surveying educational partners, and are following up with the results, findings, evidence, and critical next steps for student learning.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	28,932 LCFF Translation Services and Beehively
1.5	LCAP 1:8: Every student in grades K-12 have an i-Ready account. i-Ready is the internal benchmark assessment administered in the fall, winter, and spring. Students scoring an eighth grade level or below are provided personalized lessons within the domains of math and ELA. The completion of i-	All Students	13,273 LCFF Curriculum Associates - i-Ready

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Ready lessons are one of the interventions in place for students who are one or more grade levels behind their current grade level.		
1.6	LCAP 1.3 - Schoolwide subscriptions are provided to all students as additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.	All Students	0 LCFF Schoolwide Subscriptions
1.7	LCAP 1.3 - Research-based English Language Development (ELD) curriculum is provided for English Learner (EL) students. The ELD curriculum addresses the diverse needs of EL students through a flexible approach to learning. EL students are required to complete online ELD curriculum and live instruction with an assigned credentialed teacher. The live sessions are specifically geared to building English language fluency in reading, writing, listening, and speaking. EL students are required to complete the Summative ELPAC practice tests in preparation for testing in the spring.	English Learner (EL) Students	43,201 LCFF ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation 0
1.8	LCAP 1.3, 3.6 - Bilingual teachers support families that speak another home language and provide translation when needed. Bilingual teachers provide increased and improved services for our English Learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during educational meetings.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	58,340 LCFF Bilingual Teachers/Translations
1.9	LCAP 1.3, 4.1, and 4.6 - Career and Technical Education classes are offered to support high school students in various pathways. EACS expands A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	All High School Students	11,360 LCFF Career and Technical Education and A-G Courses
1.10	LCAP 2.4 - Technological devices, hotspots, internet service connectivity, and access to Zoom are provided in order to facilitate communication between families and teachers during virtual learning.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	26,435 LCFF Hotspots, Internet Connectivity, and Zoom 10,000 Title IV Part A: Student Support and Academic Enrichment Chromebooks
1.11	LCAP 1.3 - Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.	All Students	38,000 LCFF Office Supplies and Equipment
1.12	LCAP 2.4 - Laptops, webcams, and document cameras, are provided for working remotely and providing curriculum instruction and student support.	All Students	42,560 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Technology Needs for Providing Curriculum and Instructional Student Support
1.13	LCAP 1.5 - Parent training is provided through the annual, beginning of the year informational and Parent Power Up, through educational webinars, created training videos, and in person events to ensure that parents have the tools they need to teach their children and access all available school resources.	All Students	9,576 LCFF Parent Power-Up
1.14	LCAP 1.3 - All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content (i.e. online courses, credit recovery, core programs, supplemental curriculum and materials supporting Common Core Standards, extended school year, curriculum aligned to Common Core, English Language Development (ELD) curriculum).	All Students	6,397,391 LCFF Broad Course of Study 117,667 Special Education Broad Course of Study 95,000 Local Categorical Broad Course of Study 577,439 Other Broad Course of Study 713,687 Special Education 57,022 Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all students in grades TK-12. Based on the i-Ready collected data, student progress and growth were observed in both ELA and math. Students performing below grade level expectations were provided with the necessary interventions, live instruction, resources, supplements, support, and guidance to assist in closing learning gaps.

LCAP Goal 1 - Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging

and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Goal 1, Strategy/Activity 1: EACS ensured that all students have opportunities for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. Students were provided with grade-level Common Core standards review materials, opportunities to engage in live instruction focused on performance-task writing, and access to courses offered by approved educational providers.
Goal 1, Strategy/Activity 2 and 6: EACS ensured that tier III students were provided with subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. The subscriptions were made available to support and enhance students' skills in mathematics and English Language Arts.
Goal 1, Strategy/Activity 3: EACS created small, personalized communities designed to strengthen ongoing monitoring, provide targeted academic and social–emotional support, and foster meaningful connections among students, families, and staff.
Goal 1, Strategy/Activity 4: EACS streamlined communication with Title 1 parents, translated documents as needed, developed an ELAC committee, implemented quarterly meetings, sent meeting reminders to EL parents, and encouraged attendance and participation by promoting cultural awareness.
Goal 1, Strategy/Activity 5: EACS ensured that every student in grades K-11 had an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. i-Ready lesson completion was an intervention for students who are one or more grade levels behind.
Goal 1, Strategy/Activity 7: EACS held EL students accountable for completing their assigned ELD reading and writing lessons and required their participation in live instructional sessions designed to develop speaking and listening skills.
Goal 1, Strategy/Activity 8: EACS provided translated materials in home languages upon request.
Goal 1, Strategy/Activity 9: EACS ensured that Career and Technical Education courses remained a top priority to offer to students to support high school students in various pathways.
Goal 1, Strategy/Activity 10, 11, and 12: EACS students were provided with the necessary technology and supplies to support their day to day learning. Teachers were also provided with necessary supplies to support best practices in teaching.
Goal 1, Strategy/Activity 13: EACS implemented parent training that was provided to home educators to equip them with resources, strategies, and overall knowledge on various educational topics to enhance their ability to teach and educate their students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions. In 2024, strategy/activity 1.9 was added to include the expansion of A-G completer courses and to acknowledge that all students have the opportunity to graduate as A-G completers. In addition, 1.14 was added to emphasize that all students have access to a broad course of study as indicated in the LCAP as 1.3. In 2025, the implementation of a new survey platform has been approved.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional Development
All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-promise students and Tier III population of WIN (What I Need) intervention students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1.4: Identify and implement professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) programs. Professional development will take place through organizations such as but not limited to CSSA (California Charter School Association), CSDC (Charter School Development Center), SDCOE (San Diego County Office of Education), and APLUS+. EACS will create and execute a reflective process to determine effectiveness of the provided development opportunities. (LI, FY, EL, SWD)

LCAP 3.1 - EACS will seek parent input and assess our level of stakeholder engagement through parent participation in Learning Period (LP), English Learner Advisory Committee (ELAC), Schoolsite Council (SSC), and Parent Advisory Committee (PAC) meetings, surveys, Student Council, SARC, and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all educational partners have opportunities for participation and input. EACS will survey educational partners to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.

LCAP 3.3 - Professional development in cultural awareness.
Professional development for all staff - Vector Safe School Training

LCAP 3.5 - EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans and Vector Safe School Trainings.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identifying research-based strategies and professional development to provide best practices to support and improve the academic success of our students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Cabinet Meetings with Administration Monthly Executive Board Meetings Monthly Elementary and Secondary Teacher Meetings Monthly Department Lead Meetings Staff Professional Development Training By Department Director 1:1 Quarterly Meetings with the Superintendent SWOT Analysis By Department - Presented By Directors and Principals Admissions, Compliance, and Individual Department Weekly Meetings	Weekly Cabinet Meetings with Administration Monthly Executive Board Meetings Monthly Elementary and Secondary Teacher Meetings Monthly Department Lead Meetings Staff Professional Development Training By Department Director 1:1 Quarterly Meetings with the Superintendent SWOT Analysis By Department - Presented By Directors and Principals Admissions, Compliance, and Individual Department Weekly Meetings	Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.
EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff. Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc. Professional Development By Department (examples) Vector Safe School Training - HR PLCs - monthly meetings for teachers and by department Weekly Communications and Levels of Support - Education Department Building Relationships with Excellence - Focus on Educational Partners SPED Overview - People and Processes/Interventions Compliance Overview and Tech Training Communication - Website Assessment Overview AI in Education SDCOE, SBCOE, and OCDE Ongoing Training Sessions - Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings	EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff. Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc. Professional Development By Department (examples) Vector Safe School Training - HR PLCs - monthly meetings for teachers and by department Weekly Communications and Levels of Support - Education Department Building Relationships with Excellence - Focus on Educational Partners SPED Overview - People and Processes/Interventions Compliance Overview and Tech Training Communication - Website Assessment Overview AI in Education SDCOE, SBCOE, and OCDE Ongoing Training Sessions - Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings	Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.

YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension) Pryor Learning: Diversity Matters Series, Management & Leadership Training, Improving Memory & Productivity School Pathways Training - Student Information System CALPADS Training CBEDS Training Annual Conferences - ACSA Superintendent's Symposium ACSA Every Child Counts Symposium Superintendents' and High School Leaders' Summit FRISK APLUS+ Network Conference CCSA Conference - California Charter School Association CSDC Leadership Conference - National Charter Schools Institute CTE Conference - Career and Technical Education SELPA UC Counselor Conference Student Mental Wellness Conference CCEMC - Dual Enrollment Summit SMMW - Social Media Conference CASPCON - California Association of School Psychologists CAC - California Assessment Conference CASBO Con - Annual Conference and California School Business Expo CAMTSS Professional Learning Institute (OCDE) National Literacy Institute-Secondary Science of Reading Google Cloud Next	YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension) Pryor Learning: Diversity Matters Series, Management & Leadership Training, Improving Memory & Productivity School Pathways Training - Student Information System CALPADS Training CBEDS Training Annual Conferences - ACSA Superintendent's Symposium ACSA Every Child Counts Symposium Superintendents' and High School Leaders' Summit FRISK APLUS+ Network Conference CCSA Conference - California Charter School Association CSDC Leadership Conference - National Charter Schools Institute CTE Conference - Career and Technical Education SELPA UC Counselor Conference Student Mental Wellness Conference CCEMC - Dual Enrollment Summit SMMW - Social Media Conference CASPCON - California Association of School Psychologists CAC - California Assessment Conference CASBO Con - Annual Conference and California School Business Expo CAMTSS Professional Learning Institute (OCDE) National Literacy Institute-Secondary Science of Reading Google Cloud Next	
Parent Education - Professional Development for Parents/Guardians -Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A) • Virtual Training Sessions (i.e. academics, community building, assessments) -Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team) -Elementary and Secondary PDs for	Parent Education - Professional Development for Parents/Guardians -Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A) • Virtual Training Sessions (i.e. academics, community building, assessments) -Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team) -Elementary and Secondary PDs for	Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.

Parents (i.e. counseling information, graduation, standards, curriculum) SSC, ELAC, and PAC Meetings	Parents (i.e. counseling information, graduation, standards, curriculum) SSC, ELAC, and PAC Meetings	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	LCAP 1.4 - The Superintendent will work with Administration to survey staff and educational partners to define relevant staff development opportunities and training related to meeting the needs of all students, including Tier III students. Research will be conducted on what training is the most relevant based on data and needs assessments.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	64,555 LCFF Professional Development 18,531 Title II Part A: Improving Teacher Quality Professional Development
2.2	LCAP 2.5, 3.3, and 3.5 - All EACS employees are required to participate in Vector Safe School Trainings each year. Trainings are related to the specific roles of each employee.	All Students	1,053 LCFF Vector Safe School Trainings
2.3	LCAP 3.3 - Ensuring and supporting the academic success of all students which includes academic and wellness checks with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. The high school counselors and Assistant Director of Special Programs provide academic interventions and social emotional mental health counseling for identified students as needed through in person or virtual meetings, collaboration, shared information, webinars, and community resources. The EACS team attends professional development to learn best practices (referenced under annual Measurable Outcomes).	All Students	18,531 LCFF Professional Development

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 - Strategy/Activity 2.1, 2.2, and 2.3
The overall implementation and effectiveness of the strategies and activities that were in place exceeded our standards. The ongoing professional development and training focused on all of our students needs and impacted the at promise students greatly. In the spring of 2025, we analyzed the collected internal assessment data and saw an improvement in student achievement with our Tier III population of WIN (What I Need) students. EACS aimed at bringing about instructional change which resulted in improved student achievement across all grade levels. Repeated measure analysis results indicated significant changes in providing effective feedback and encouraging student ownership of learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Monitoring and Support of Students
Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation. - What Works Clearinghouse (https://ies.ed.gov/ncee/wwd/FWW).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Excel Academy Charter School (EACS) will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments. Goal 3 is aligned with actions 1.3, 1.7, 1.8, 2.1, 2.2, 3.2, 4.2, and 4.3 of the LCAP.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve the academic achievement of at promise students, including other unduplicated student groups, as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate: 2024	Graduation Rate: 2025	Graduation Rate: 2026
91.7% - small cohort - 24 Students	CA Dashboard - 96.8% - small cohort - Increased by 5.1% from 2024 - 31 Students	State will input percentage (exceed percentage by 2% - goal is 100% grad rate)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	LCAP 4.2, and 4.3 - Teachers monitor their high school students for progress on courses through ongoing communication, course pacing guides, curriculum completion, and documentation of standards met. Report cards are given at each semester. Weekly office hours and webinars are provided to all identified students. Students are required to take the i-Ready internal benchmark assessments for ongoing progress monitoring.	All High School Students	122,401 LCFF Secondary Principal and Assistant Principal Salaries
3.2	LCAP 1.3 and 2.1 - School and student data are monitored through School Pathways (EACS' student information system) to ensure student	All Students	1,010,949 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	credit completion is on target for graduation. The data is used to identify when and where interventions should be applied to prevent students from falling off track for graduation. Utilizing this data, the high school and counseling department closely monitors students through monthly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four year plan to ensure credit completion, strategies for graduation, information for accessing career pathways, and School Support Team (SST) meetings. Through ongoing participation in continued education, professional development, and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified students.		School Pathways Platform and High School Teacher Salaries
3.3	LCAP 1.3 and 1.7 - The Assistant Director of Special Programs, who acts as the Title I Coordinator/Homeless Liaison, makes sure that all of the needs of our at-promise population are being met. The Assistant Director of Special Programs, along with the support of the Intervention Department will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney-Vento, Home Language Survey, and other school surveys, EACS identifies the needs of our student population and ensure that our foster youth, English Learners, low-income students, and students with disabilities are receiving the support they need.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	66,761 Title I Intervention Specialists & Asst Director of Sp Programs - Salary 88,614 LCFF Intervention Specialists & Asst Director of Sp Programs - Salary
3.4	LCAP 2.2 - The Intervention Department provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. Evidence-based interventions are implemented that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions. The Intervention Department utilizes a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	4,730 Title I Intervention Department Stipends 0
3.5	LCAP 3.2 - The high school counselors support the growing mental, social, and emotional needs of our students. We significantly increased our services to at-promise students by the addition of a High School Counselor who can provide 1:1 counseling for students in need. In addition, EACS has implemented Care Solace which is a mental health care coordination service for all students.	All Students	133,164 LCFF Mental Health and Social and Emotional Well Being - High School Counselors
3.6	LCAP 1.8 - EACS meets with Parsec Education monthly to review desegregated state and local assessment data, monitor the impact of contiguous	All Students	9,317 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth.		Data Analysis-Parsec Education

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from fall to spring.

Goal 3, Strategy/Action 3.1: EACS ensured progress monitoring, ongoing communication, course pacing guides, documentation of standards met, and office hours to support student achievement.
Goal 3, Strategy/Action 3.2: EACS' student data was effectively monitored through the student information system to ensure student credit completion was on target for graduation.
Goal 3, Strategy/Action 3.3: EACS' Assistant Director of Special Program, who acts as the Title 1 Coordinator/Homeless Liaison, along with the intervention team focused on making sure that all of the needs of the at-promise population were met.
Goal 3, Strategy/Action 3.4: EACS' Assistant Director of Special Programs and the Intervention Specialists lead SSTs, supported struggling students, and monitored the effectiveness of the intervention program making adjustments as needed to meet the needs of every student.
Goal 3, Strategy/Action 3.5: EACS' High School Counselors supported the growing mental, social, and emotional student needs through 1:1 counseling and through the implementation of Care Solace.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2024, the SPSA was modified to include the updated LCAP goals and actions. Strategy/activity 3.6 was added to include the partnership with Parsec Education to review desegregated state and local assessment data, monitor the impact of contiguous enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth. in 2025, no changes were made.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$109,952
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$10,377,823.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$81,421.00
Title II Part A: Improving Teacher Quality	$18,531.00
Title IV Part A: Student Support and Academic Enrichment	$10,000.00

Subtotal of additional federal funds included for this school: $109,952.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$8,707,056.00
Local Categorical	$95,000.00
Lottery: Instructional Materials	$57,022.00
Other	$577,439.00
Special Education	$831,354.00

Subtotal of state or local funds included for this school: $10,267,871.00

Total of federal, state, and/or local funds for this school: $10,377,823.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	8,707,056.00
Local Categorical	95,000.00
Lottery: Instructional Materials	57,022.00
Other	577,439.00
Special Education	831,354.00
Title I	81,421.00
Title II Part A: Improving Teacher Quality	18,531.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	509,704.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	8,707,056.00
	Local Categorical	95,000.00
	Lottery: Instructional Materials	57,022.00
	Other	577,439.00
	Special Education	831,354.00
	Title I	81,421.00
	Title II Part A: Improving Teacher Quality	18,531.00

	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,839,217.00
Goal 2	102,670.00
Goal 3	1,435,936.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

5 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

Name of Members	Role
Jennifer Craig - Director of Operations and Accountability	Other School Staff
Tamara Murphy - Assistant Director of Special Programs	Other School Staff
Lorrie Wood - Secondary Principal	Principal
April Saade - Elementary Principal	Principal
Julie Boswell - Teacher	Classroom Teacher
Brittany Shafferman - Teacher	Classroom Teacher
Amy Hitzler - Teacher	Classroom Teacher
Kristen Walker - Teacher	Classroom Teacher
Lindsay Baker - Teacher	Classroom Teacher
Gabriel Herrera - Parent	Parent or Community Member
Diana Zamudio - Parent	Parent or Community Member
Adryanna Baeza - Parent	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Reviewed with Cabinet and Business Services

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/21/2024.

Attested:

	Principal, Jennifer Craig, Director on 11/20/2025
	SSC Chairperson, Tamara Murphy on 11/20/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excel Academy Charter School - Warner	California	November 20, 2025	December 11, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Excel Academy Charter School - Warner for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Excel Academy Charter School - Warner for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Excel Academy Charter School's School Plan for Student Achievement (SPSA) is aligned with the Local Control and Accountability Plan and the Learning Continuity and Attendance Plan. Our school plan for student achievement is focused on providing students with academic support to ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality, equity based education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Our goals are aligned with our LCAP goals: Goal 1: Increasing student academic achievement; Goal 2: Promote student engagement, high average daily attendance, and a positive school climate; Goal 3: Increase family, community connections and partnerships; Goal 4: Ensure students are on track to graduate.

Based on the 21/22 enrollment, due to our large concentration of 250 out of 612 students (40.8%) Socioeconomically Disadvantaged enrollment, Excel Academy Charter School qualified for Title I, Part A funds to assist in meeting students' educational goals.

24/25 reported enrollment showed that 446 out of 1,069 students (42%) were socioeconomically disadvantaged.

Evaluating the effectiveness of the Title I schoolwide plan (SWP) will be an ongoing process that includes weekly teacher monitoring of student work and course completion, monitoring and support from the leadership team, survey feedback from educational partners, and quarterly meetings with the Schoolsite Council (SSC). The LCAP input survey and annual review of the LCAP goals and action steps/services will be monitored annually.

Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/20/2025
SPSA Governing Board Approval: 12/11/2025
Educational Partners Input Survey: 3/2026
Governing Board SWP Waiver: 12/09/21

LCAP Alignment, Annual Review, SSC Input: 5/21/2026
LCAP Governing Board Public Meeting for Input: 6/2026
LCAP Governing Board Public Meeting for Approval: 6/2026
LCAP Budget Overview for Parents: 6/2026

Educational Partner Involvement

How, when, and with whom did Excel Academy Charter School - Warner consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's Title I status and Title I policies:
Schoolsite Council (SSC) Meeting 9/25/2025
Support with the alignment of the Title I plan, the LCAP was provided by the Director of Operations and Accountability.
English Learner Advisory Council (ELAC) Meeting: 11/05/2025
SSC Meeting to review and approve SPSA: 9/25/2025 (review), 11/20/2025 (review and approve)
Governing Board Meeting to present the SPSA: 12/11/2025 - The upcoming board meeting was announced at both the SSC and ELAC meetings.

Title I Parent and School Compact Board approved: Adopted 5/14/2020 - updated and board approved on 12/12/2024
Family and Parent Engagement Policy approved: Adopted 5/14/2020 - updated and board approved on 3/13/2025

To ensure parents have the opportunity to provide input, communication of the following meetings (i.e. SSC, ELAC, Board Meetings) is shared through a variety of platforms, such as the school website, school social media, Beehively, email reminders, and teacher meetings. All of these meetings are either held in person or through Zoom.

In addition, all educational partners are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Schoolsite Council (SSC), and Parent Advisory Council (PAC) meetings. Invitations are sent from the teacher, and through Beehively and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the accountability heading. The PAC meeting is held in conjunction with the Parent Power-Up which is a parent education event with sessions pertaining to parent/student academic support.

EACS collected parent survey feedback to assess and address family needs. In addition, EACS created an easily accessible form on our website where families can request support. Through Beehively, all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. Translation services for parent/guardian meetings are always available.

The ELAC meeting was held on November 5, 2025 and the SSC meeting was held on November 20, 2025 to review, discuss, and approve the SPSA. The upcoming board meetings were announced at both meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There are no current resource inequities to report. On the contrary, EACS ensures that all students have a fair, equal, equitable, and significant opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, we frequently review and respond based on available data.

Ongoing communication between teachers, parents, and students ensure that the department leads and administrative team are aware of specific student academic, social-emotional, and mental health needs. Students are provided with the necessary interventions, supports, services, and resources based on individual needs.

The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the Superintendent then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

As reported on the 2025 CA Dashboard, there are no state indicators for which the school's overall performance fell within the Red or Orange performance categories.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In ELA and math, there were no student groups who performed two or more levels below the "all student" performance.

In ELA, Hispanic students declined by 5.7 points and remained in Yellow, while SED students increased by 8.4 points, moving from Yellow to Green. SPED students maintained a 1.1-point increase and remained in Orange. Two or more

races and White students maintained growth, remaining in Green with increases of 8.3 and 2.4 points, respectively. Asian students increased by 5 points, moving from Green to Blue, achieving a key goal for higher-performing subgroups. EL students showed notable growth, increasing 12.5 points and remaining in Green.

In math, Hispanic students maintained a 1.9-point increase, moving from Orange to Yellow, while SED students increased 22.3 points, moving from Yellow to Blue. SPED students increased 25.8 points, moving from Orange to Yellow. Two or more races (12.8 points), White (21.3 points), and Asian (20.6 points) students all showed strong growth, moving from Green to Blue. EL students increased 18.3 points, remaining in Green.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Students performing below grade level on i-Ready ELA and math diagnostic assessments receive targeted instruction through the WIN (What I Need) Intervention Program with equity-based resources to accelerate growth toward grade-level proficiency. EACS conducted a deep analysis of disaggregated i-Ready benchmark data, CAASPP results, and teacher-reviewed rosters, highlighting trends, celebrations, and actionable next steps.

This year, teachers and leadership examined performance across grade-level cohorts, student subgroups, and contiguous enrollment, while reviewing demographics, parent involvement, curriculum, disabilities, and local assessment results to identify causes of declines and strategies to move students into Green and Blue performance levels. i-Ready benchmark score reports, quick writes, and close analysis of student work inform pupil outcomes, while goal setting supports self-efficacy and motivation.

Ongoing staff collaboration ensures data-driven decisions to guide instruction, interventions, and resources to meet the needs of all learners, including socioeconomically disadvantaged students, English Learners, and students with disabilities, ultimately strengthening skills and closing learning gaps.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Excel Academy Charter School - Warner. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.10%	%	0	1	
African American	2.58%	3.00%	2.90%	27	29	31
Asian	13.74%	12.62%	14.87%	144	122	159
Filipino	2.19%	2.28%	2.25%	23	22	24
Hispanic/Latino	28.82%	33.09%	30.59%	302	320	327
Pacific Islander	0.1%	0.41%	0.28%	1	4	3
White	40.46%	37.13%	38.54%	424	359	412
Two or More Races	9.26%	9.20%	8.79%	97	89	94
Not Reported	2.86%	2.17%	1.78%	30	21	19
			Total Enrollment	1048	967	1069

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			61
Kindergarten	133	69	70
Grade 1	111	86	78
Grade 2	91	101	90
Grade3	101	92	93
Grade 4	89	85	95
Grade 5	104	79	112
Grade 6	73	87	87
Grade 7	84	68	83
Grade 8	83	68	81
Grade 9	42	59	57
Grade 10	57	42	64
Grade 11	37	58	49
Grade 12	43	35	49
Total Enrollment	1,048	967	1,069

Conclusions based on this data:

1. EACS will continue to prioritize focusing on enrollment and retention by providing equitable opportunities, individualized support, and best practices for all students.
2. EACS has seen a positive outcome and significant growth on state assessments from contiguous enrollment by students who have remained with EACS for 3+ years.
3. EACS offers personalized learning opportunities and virtual instruction which provides students and parents with choice and options to secure placement that best fits the individual needs of the students. The educational paths impact retention and enrollment growth.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	23	36	38	2.2%	3.7%	3.6%
Fluent English Proficient (FEP)	83	82	115	7.9%	8.5%	10.8%
Reclassified Fluent English Proficient (RFEP)	51	50	73			

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Leaners to progress in language fluency and become reclassified. Students are required to complete ELD curriculum and participate in live instruction to strengthen language skills and close learning gaps. EACS is seeing improvement and progress in terms of reclassification.
2. Students who are reclassified fluent English proficient are monitored for progress using the CAASPP score reports (grades 3-8, 11), local i-Ready diagnostic benchmark assessments, pacing guides, completed coursework, and course related assessments. Students who are not meeting grade level expectations are provided interventions, resources, and additional support.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	103	87	86	99	85	83	99	85	83	96.1	97.7	96.5
Grade 4	94	90	88	90	87	84	90	87	84	95.7	96.7	95.5
Grade 5	96	75	104	93	73	102	93	73	102	96.9	97.3	98.1
Grade 6	77	92	87	73	86	84	73	86	84	94.8	93.5	96.6
Grade 7	85	72	82	82	70	80	82	70	80	96.5	97.2	97.6
Grade 8	85	72	80	85	70	78	85	70	78	100.0	97.2	97.5
Grade 11	37	59	49	32	56	45	32	56	45	86.5	94.9	91.8
All Grades	577	547	576	554	527	556	554	527	556	96.0	96.3	96.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2465.	2432.	2448.	37.37	25.88	38.55	30.30	23.53	16.87	21.21	24.71	28.92	11.11	25.88	15.66
Grade 4	2499.	2499.	2480.	40.00	35.63	29.76	23.33	27.59	26.19	14.44	17.24	19.05	22.22	19.54	25.00
Grade 5	2526.	2532.	2532.	32.26	35.62	32.35	25.81	30.14	33.33	25.81	12.33	21.57	16.13	21.92	12.75
Grade 6	2563.	2536.	2554.	27.40	19.77	25.00	41.10	32.56	41.67	19.18	26.74	19.05	12.33	20.93	14.29
Grade 7	2599.	2581.	2593.	29.27	27.14	26.25	41.46	40.00	40.00	14.63	18.57	23.75	14.63	14.29	10.00
Grade 8	2610.	2587.	2615.	30.59	25.71	30.77	35.29	31.43	39.74	25.88	27.14	15.38	8.24	15.71	14.10
Grade 11	2640.	2642.	2652.	28.13	39.29	42.22	53.13	37.50	31.11	12.50	16.07	17.78	6.25	7.14	8.89
All Grades	N/A	N/A	N/A	32.85	29.41	31.47	33.57	31.31	32.73	19.86	20.68	21.04	13.72	18.60	14.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.34	27.06	22.89	56.57	58.82	65.06	9.09	14.12	12.05
Grade 4	37.78	32.18	27.38	46.67	59.77	55.95	15.56	8.05	16.67
Grade 5	32.26	30.14	29.41	58.06	63.01	56.86	9.68	6.85	13.73
Grade 6	31.51	27.91	27.38	56.16	54.65	57.14	12.33	17.44	15.48
Grade 7	26.83	31.43	32.50	68.29	54.29	58.75	4.88	14.29	8.75
Grade 8	30.59	32.86	37.18	57.65	51.43	51.28	11.76	15.71	11.54
Grade 11	31.25	41.07	48.89	56.25	53.57	48.89	12.50	5.36	2.22
All Grades	32.31	31.31	30.94	57.04	56.74	56.83	10.65	11.95	12.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.27	18.82	26.51	50.51	50.59	56.63	22.22	30.59	16.87
Grade 4	21.11	20.69	23.81	57.78	58.62	52.38	21.11	20.69	23.81
Grade 5	21.51	24.66	20.59	59.14	53.42	63.73	19.35	21.92	15.69
Grade 6	16.44	15.12	22.62	63.01	59.30	55.95	20.55	25.58	21.43
Grade 7	37.80	22.86	31.25	50.00	62.86	52.50	12.20	14.29	16.25
Grade 8	23.53	25.71	28.21	62.35	50.00	56.41	14.12	24.29	15.38
Grade 11	34.38	39.29	37.78	56.25	50.00	51.11	9.38	10.71	11.11
All Grades	25.27	22.96	26.26	56.86	55.22	56.12	17.87	21.82	17.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.16	18.82	14.46	74.75	70.59	74.70	9.09	10.59	10.84
Grade 4	16.67	16.09	5.95	74.44	74.71	77.38	8.89	9.20	16.67
Grade 5	18.28	21.92	22.55	74.19	65.75	67.65	7.53	12.33	9.80
Grade 6	27.40	13.95	15.48	65.75	68.60	72.62	6.85	17.44	11.90
Grade 7	15.85	27.14	18.75	78.05	70.00	76.25	6.10	2.86	5.00
Grade 8	24.71	18.57	24.36	70.59	75.71	66.67	4.71	5.71	8.97
Grade 11	18.75	14.29	24.44	75.00	80.36	68.89	6.25	5.36	6.67
All Grades	19.49	18.60	17.63	73.29	71.92	72.12	7.22	9.49	10.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.31	18.82	16.87	57.58	67.06	65.06	11.11	14.12	18.07
Grade 4	24.44	21.84	21.43	64.44	68.97	60.71	11.11	9.20	17.86
Grade 5	16.13	26.03	26.47	62.37	60.27	62.75	21.51	13.70	10.78
Grade 6	28.77	11.63	25.00	58.90	74.42	66.67	12.33	13.95	8.33
Grade 7	25.61	20.00	27.50	68.29	68.57	65.00	6.10	11.43	7.50
Grade 8	41.18	24.29	32.05	50.59	68.57	56.41	8.24	7.14	11.54
Grade 11	34.38	30.36	28.89	59.38	64.29	66.67	6.25	5.36	4.44
All Grades	28.16	21.25	25.18	60.29	67.74	63.13	11.55	11.01	11.69

Conclusions based on this data:

1. EACS works diligently to ensure that our students meet the participation requirement set by the state on the CAASPP assessments. EACS has consistently exceeded the 95% required participation set by the state. In 2024 and 2025, 96% of all students completed the ELA CAASPP assessments.
2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners. EACS recognizes the need to focus on developing comprehension and written expression. EACS is currently piloting a writing program.
3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and teacher-led sessions to help students prepare for the comprehensive and performance tasks in ELA, math, and CAST.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	103	87	86	100	85	83	100	85	83	97.1	97.7	96.5
Grade 4	94	90	88	90	88	84	90	88	84	95.7	97.8	95.5
Grade 5	96	75	104	94	74	102	94	74	102	97.9	98.7	98.1
Grade 6	77	92	87	73	86	84	73	86	84	94.8	93.5	96.6
Grade 7	85	72	82	82	70	80	82	70	80	96.5	97.2	97.6
Grade 8	85	72	80	85	70	78	85	70	78	100.0	97.2	97.5
Grade 11	37	59	49	32	56	45	32	56	45	86.5	94.9	91.8
All Grades	577	547	576	556	529	556	556	529	556	96.4	96.7	96.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2470.	2446.	2469.	34.00	29.41	36.14	36.00	27.06	27.71	19.00	21.18	20.48	11.00	22.35	15.66
Grade 4	2503.	2497.	2494.	33.33	29.55	34.52	27.78	31.82	21.43	25.56	21.59	25.00	13.33	17.05	19.05
Grade 5	2509.	2520.	2524.	22.34	24.32	24.51	20.21	25.68	24.51	29.79	22.97	26.47	27.66	27.03	24.51
Grade 6	2559.	2532.	2550.	31.51	25.58	30.95	24.66	19.77	22.62	23.29	20.93	23.81	20.55	33.72	22.62
Grade 7	2581.	2591.	2596.	30.49	28.57	36.25	18.29	34.29	22.50	34.15	22.86	26.25	17.07	14.29	15.00
Grade 8	2590.	2576.	2644.	29.41	30.00	50.00	27.06	11.43	19.23	20.00	25.71	17.95	23.53	32.86	12.82
Grade 11	2600.	2613.	2669.	18.75	19.64	40.00	28.13	21.43	20.00	21.88	35.71	22.22	31.25	23.21	17.78
All Grades	N/A	N/A	N/A	29.50	27.03	35.25	26.08	24.76	22.84	25.00	23.82	23.38	19.42	24.39	18.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33.00	31.76	44.58	53.00	48.24	36.14	14.00	20.00	19.28
Grade 4	35.56	34.09	36.90	41.11	43.18	39.29	23.33	22.73	23.81
Grade 5	19.15	22.97	24.51	48.94	45.95	45.10	31.91	31.08	30.39
Grade 6	34.25	23.26	27.38	39.73	40.70	46.43	26.03	36.05	26.19
Grade 7	29.27	35.71	31.25	51.22	42.86	50.00	19.51	21.43	18.75
Grade 8	35.29	27.14	42.31	38.82	42.86	42.31	25.88	30.00	15.38
Grade 11	21.88	23.21	44.44	40.63	50.00	35.56	37.50	26.79	20.00
All Grades	30.40	28.54	34.89	45.50	44.61	42.63	24.10	26.84	22.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.00	32.94	38.55	46.00	49.41	49.40	10.00	17.65	12.05
Grade 4	37.78	35.23	34.52	46.67	48.86	42.86	15.56	15.91	22.62
Grade 5	27.66	24.32	31.37	46.81	58.11	48.04	25.53	17.57	20.59
Grade 6	26.03	18.60	29.76	53.42	51.16	45.24	20.55	30.23	25.00
Grade 7	24.39	28.57	35.00	62.20	65.71	56.25	13.41	5.71	8.75
Grade 8	29.41	27.14	47.44	58.82	51.43	44.87	11.76	21.43	7.69
Grade 11	21.88	21.43	40.00	62.50	58.93	51.11	15.63	19.64	8.89
All Grades	31.47	27.22	36.15	52.52	54.25	48.02	16.01	18.53	15.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	35.00	27.06	25.30	59.00	58.82	56.63	6.00	14.12	18.07
Grade 4	35.56	29.55	34.52	48.89	52.27	47.62	15.56	18.18	17.86
Grade 5	19.15	21.62	18.63	60.64	60.81	65.69	20.21	17.57	15.69
Grade 6	24.66	23.26	23.81	64.38	55.81	63.10	10.96	20.93	13.10
Grade 7	20.73	21.43	27.50	65.85	64.29	53.75	13.41	14.29	18.75
Grade 8	23.53	27.14	35.90	61.18	51.43	55.13	15.29	21.43	8.97
Grade 11	12.50	17.86	31.11	53.13	62.50	60.00	34.38	19.64	8.89
All Grades	25.90	24.39	27.52	59.35	57.66	57.55	14.75	17.96	14.93

Conclusions based on this data:

1. EACS works diligently to ensure that we meet the participation requirement set by the state on the CAASPP assessments. EACS has consistently exceeded the 95% required participation set by the state. In 2024 and 2025, 97% of all students completed the math CAASPP assessments.

2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners.
3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and teacher-led sessions to help students prepare for the computer adaptive and performance tasks in ELA, math, and CAST.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	9	4
1	*	*	*	*	*	*	*	*	*	5	*	4
2	*	*	*	*	*	*	*	*	*	5	4	4
3	*	*	*	*	*	*	*	*	*	*	7	*
4	*	*	*	*	*	*	*	*	*	*	6	6
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	6	*
7	*		*	*		*	*		*	*		4
8		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades										26	42	33

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*	*		*
8		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	19.23	38.10	39.39	53.85	42.86	42.42	15.38	14.29	12.12	11.54	4.76	6.06	26	42	33

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*	*		*
8		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	50.00	54.76	57.58	23.08	28.57	30.30	19.23	11.90	6.06	7.69	4.76	6.06	26	42	33

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*	*		*
8		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	7.69	26.19	15.15	38.46	38.10	45.45	46.15	23.81	27.27	7.69	11.90	12.12	26	42	33

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	53.85	52.38	54.55	34.62	40.48	42.42	11.54	7.14	3.03	26	42	33

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	50.00	59.52	60.61	30.77	30.95	27.27	19.23	9.52	12.12	26	42	33

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	7.69	23.81	27.27	76.92	61.90	54.55	15.38	14.29	18.18	26	42	33

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	15.38	38.10	24.24	73.08	50.00	69.70	11.54	11.90	6.06	26	42	33

Conclusions based on this data:

1. EACS continues to provide the necessary curriculum, teacher-led instruction, support, interventions, and resources for English Learner (EL) students to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.
2. EL students are required to participate in English Language Development (ELD) curriculum and live instruction to build reading, writing, listening, and speaking skills. To build motivation and self-efficacy, EL students are tasked with goal setting, and they review their goals and assess their individual progress throughout the school year with teacher guidance and support.
3. The ELD teachers walk each student through the practice tests provided by the state to ensure the students are acclimated to the organization of the assessments, are familiar with the type of test questions, and can navigate the computer.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1069	**41.7%**	**3.6%**	**0.0%**
Total Number of Students enrolled in Excel Academy Charter School - Warner.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	38	3.6%
Foster Youth	0	0.0%
Homeless	5	0.5%
Socioeconomically Disadvantaged	446	41.7%
Students with Disabilities	97	9.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	2.9%
American Indian	0	0.0%
Asian	159	14.9%
Filipino	24	2.2%
Hispanic	327	30.6%
Two or More Races	94	8.8%
Pacific Islander	3	0.3%
White	412	38.5%

Conclusions based on this data:

1. EACS continues to focus on attendance, retention, and providing instruction that is equitable for all students groups.

2. As indicated as goal 2 in the LCAP, EACS will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance. The SPSA addresses specific goals and actions that directly correlate with the four LCAP goals.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Blue
Mathematics Blue	**Chronic Absenteeism** Blue	
English Learner Progress No Performance Color		
College/Career Green		

Conclusions based on this data:

1. For the past three years, EACS students participated in the CAASPP assessments and have exceeded the participation requirement set by the state. EACS is pleased to see the progress our students made to remain in Green in ELA, as well as the growth with the Grad Rate, CCI and Chronic Absenteeism from 2024 to 2025. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.
2. As part of the LCAP goals, EACS continues to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication to ensure low chronic absenteeism and zero suspension. With effective intervention and support, EACS ensures that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.
3. As part of the LCAP goals, EACS ensures that effective programs are in place to ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners is in place to help ensure proper support to prepare high school students for required internal and state assessments.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	4	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
31.8 points above standard	9.9 points above standard	Fewer than 11 students - No Data for Privacy
Increased 3.6 points	Increased 12.5 points	5 Students
539 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	17 points above standard
1 Student	1 Student	Increased 8.4 points
		247 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
58 points below standard	32.4 points below standard	0 Students
Maintained 1.1 points	Declined 11.2 points	
58 Students	15 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
84.8 points above standard	Fewer than 11 students - No Data for Privacy	2.8 points below standard
Increased 5 points	10 Students	Declined 5.7 points
91 Students		159 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
38.1 points above standard	0 Students	34.4 points above standard
Increased 8.3 points		Maintained 2.4 points
51 Students		205 Students

Conclusions based on this data:

1. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.

2. In terms of students with disabilities testing 58 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 58 students with disabilities who took the ELA assessment out of 539 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support towards continued growth among the SWD population.

3. The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	4

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Green	No Performance Color
21.6 points above standard	6.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 18.7 points	Increased 18.3 points	5 Students
538 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	5.1 points above standard
1 Student	1 Student	Increased 22.3 points
		246 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
62.9 points below standard	24.7 points below standard	0 Students
Increased 25.8 points	Increased 53.2 points	
57 Students	15 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
81.3 points above standard	Fewer than 11 students - No Data for Privacy	23.9 points below standard
Increased 20.6 points	10 Students	Maintained 1.9 points
91 Students		158 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
35.8 points above standard	0 Students	25.3 points above standard
Increased 12.8 points		Increased 21.3 points
51 Students		205 Students

Conclusions based on this data:

1. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.

2. In terms of students with disabilities testing 62.9 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 57 students with disabilities who took the math assessment out of 538 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support towards continued growth among the SWD population.

3. The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
66.4 science points	67.1 science points	0 Students
Increased 3.2 points	Increased 17 points	
221 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0 Students	64.2 science points
1 Student		Increased 5 points
		99 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
49.2 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 2.4 points	6 Students	
21 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
75.1 science points	Fewer than 11 students - No Data for Privacy	61.4 science points
Increased 6 points	3 Students	Increased 5.5 points
40 Students		62 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
68.2 science points	0 Students	67.4 science points
Increased 3.8 points		Increased 3.2 points
20 Students		87 Students

Conclusions based on this data:

1. The CAST assessment results are indicated as "informational purposes" only on the CA Dashboard. The vast majority of student groups did not earn a performance color due to the low number of students represented in each group.
2. EACS is pleased with the overall progress the students made to measure proficiency and score Green. The participation grew as well as the points increased.
3. SED increased 5 points, Hispanic students increased 5.5 points and White students increased by 3.2 students, which kept the student groups in Blue.

School and Student Performance Data

Academic Performance
English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
72 making progress.	making progress.
Number Students: 25 Students	Number Students: 6 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12%	16%	0%	72%

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Leaners to progress in language fluency and become reclassified. Individual student progress is monitored and interventions are in place.
2. Based on the internal desegregation of EL performance on both mathematics and ELA, students need the weekly live instruction to strengthen their listening and speaking skills in order to express their ideas, build confidence, and improve their comprehension, vocabulary, and pronunciation. These skills are reflected in their communication, interpretation, critical thinking, and how they express themselves and show understanding.
3. The cohort of EL students did not meet the minimum requirement for the data to be highlighted on the dashboard.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
Prepared 50.9%	Fewer than 11 students - No Data for Privacy	0 Students
Increased 17.5%	1 Student	
57 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Prepared 53.3%
		Increased 25.3%
		30 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
7 Students	2 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 43.8%
6 Students	2 Students	Declined 6.3%
		16 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 57.1%
3 Students		Increased 40.5%
		28 Students

Conclusions based on this data:

1. The CA Dashboard shows that EACS performed in the Green which is a significant improvement from 2024 (Orange). There were 57 students accounted for with 50.9% prepared. This was an increase of 17.5% from 2024. There were no performance colors allocated to any of the student groups for 2025.
2. As part of the LCAP, EACS maintains high expectations to ensure that all students are provided with the proper academic plan for college and career readiness.
3. EACS students choose a college or career pathway in 9th grade with choices to prepare them for college and/or career readiness. A team of teachers, counselors, and administration work together to help prepare students for their post-graduation goals.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Yellow	No Performance Color
1.2% Chronically Absent	2.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained -0.1	Increased 2.9	7 Students
882 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	Fewer than 11 students - No Data for Privacy	2.4% Chronically Absent
	6 Students	Declined 0.9
		382 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
2.4% Chronically Absent	3.6% Chronically Absent	0 Students
Declined 0.9	Increased 3.6	
85 Students	28 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Blue
1.4% Chronically Absent	0% Chronically Absent	0.8% Chronically Absent
Increased 1.4	Maintained 0	Declined 2.5
146 Students	17 Students	260 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	1.8% Chronically Absent
Declined 1.8	2 Students	Increased 1.4
87 Students		342 Students

Conclusions based on this data:

1. EACS diligently monitors student enrollment and absenteeism. Systems of support are in place to ensure that students are attending school regularly.
2. EACS is pleased with the growth indicated on the CA Dashboard, and will continue to ensure that chronic absenteeism remains a focus and attendance is a critical and high priority.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	
91.2% graduated	Fewer than 11 students - No Data for Privacy	
Increased 7.9%	1 Student	
57 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	90% graduated
		Increased 2%
		30 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
7 Students	2 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	93.8% graduated
6 Students	2 Students	Increased 10.4%
		16 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	89.3% graduated
3 Students		Increased 6%
		28 Students

Conclusions based on this data:

1. EACS works diligently to ensure that students are academically engaged and are meeting requirements to graduate. Systems of support are in place for students who need additional resources and interventions to be successful.
2. EACS is pleased with the growth that was made from 2024-2025. The grad rate is reflected as Green with a 91.2% graduation rate and an increase of 7.9% from 2024.
3. The EACS team of Counselors work to ensure that each student has a 4-year plan individualized to prepare them for graduation. They maintain multiple parent and student resources including an online counselor's corner and monthly workshops and planning meetings.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	8

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	9 Students
1146 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
1 Student	9 Students	Maintained 0%
		500 Students

Students with Disabilities	African American	American Indian
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
118 Students	34 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
171 Students	25 Students	348 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	3 Students	Maintained 0%
120 Students		445 Students

Conclusions based on this data:

1. EACS has zero percent suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by employing qualified credentialed educators, and providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - What Works Clearinghouse (https://ies.ed.gov/ncee/wwd/FWW).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics monitored to ensure students are on track for graduation.

Goal 1 is aligned to various actions of the goals outlined in the LCAP - Goals 1-4

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

EACS identified the need to focus on the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities, as measured by the California School Dashboard, desegregated CAASPP, ELPAC, and i-Ready data. EACS will provide intensive and individualized monitoring of students performing below grade level in the WIN (What I Need) intervention program. Ongoing data analysis by the administrators and department leads to strategic program planning and best practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Students (Tier III) ELA Tier III: Decrease the percentage of students in Tier III ELA	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP 2025 - 14.7% of students did not meet state standards 3.4% GROWTH from 2024 i-Ready 2025 Fall - 15.2% students are Tier III 0.6% DECLINE from 2024 Historical year over year spring data indicates 2%+ will move to Tier II or I	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in ELA
Title 1 Students (Tier III) Math Tier III: Decrease the percentage of students in Tier III Math	Title 1 Students (Tier III) - 2+ grade levels below Math CAASPP 2025 - 18.5% of students did not meet state standards 6% GROWTH from 2024 i-Ready 2025 Fall - 17.9% students are Tier III 0.8% DECLINE from 2024 Historical year over year spring data indicates 2%+ will move to Tier II or I	Title 1 Students (Tier III) - 2+ grade levels below Math CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in ELA

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	LCAP 4.4: Ensure all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. All students will have access to practice assessments, virtual test prep training provided by assigned credentialed teachers, and grade level pencil paper practice packets in math and ELA.	All Students	22,144 LCFF Test preparation-Manual Timesheets
1.2	LCAP 1.3 - Tier III students are provided with academic subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. The subscriptions are offered to students who score one or more grade levels behind in reading and/or math on the local i-Ready diagnostic assessments. These students are required to use the resources weekly to help close learning gaps.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	59,465 LCFF Subscriptions and supplemental resources 16,195 Title I
1.3	LCAP 3.4 and 4.3 - Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (https://ies.ed.gov/ncee/wwd/FWW). Teachers meet with students on a regular basis to monitor,	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	880,054 LCFF Instruction and curriculum (Instructional Funds) High School

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	mentor, and to provide ongoing support. The Intervention and Assessment Departments will monitor and support targeted students as well. EACS properly vets all newly hired Content and Community Providers to ensure standards alignment and safety for our students. EACS provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Leadership reviews and strengthens the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.		
1.4	EACS will continue to streamline communication with Title I parents, translate documents as needed, and provide pertinent information during ELAC meetings while encouraging engagement and collaboration. At this time, EACS is below the 15% threshold that requires translations; however, all posts on Beehively can be immediately translated into Spanish. Translated information, meetings, and updates in other home languages are available to parents/guardians of English Learners upon request. LCAP Goal 2.3 - Educational Partner Communication - Beehively, school website, and social media platforms LCAP Goal 3:1 EACS will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making for policy and program improvement. EACS is implementing a survey platform to ensure that all departments are surveying educational partners, and are following up with the results, findings, evidence, and critical next steps for student learning.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities.	47,205 LCFF Translation Services and Beehively
1.5	LCAP 1:8: Every student in grades K-12 have an i-Ready account. i-Ready is the internal benchmark assessment administered in the fall, winter, and spring. Students scoring an eighth grade level or below are provided personalized lessons within the domains of math and ELA. The completion of i-Ready lessons are one of the interventions in place for students who are one or more grade levels behind their current grade level.	All Students	21,657 LCFF Curriculum Associates - i-Ready
1.6	LCAP 1.3 - Schoolwide subscriptions are provided to all students as additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.	All Students	0 LCFF Schoolwide Subscriptions
1.7	LCAP 1.3 - Research-based English Language Development (ELD) curriculum is provided for English Learner (EL) students. The ELD curriculum	English Learner (EL) Students	70,487 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	addresses the diverse needs of EL students through a flexible approach to learning. EL students are required to complete online ELD curriculum and live instruction with an assigned credentialed teacher. The live sessions are specifically geared to building English language fluency in reading, writing, listening, and speaking. EL students are required to complete the Summative ELPAC practice tests in preparation for testing in the spring.		ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation 10,573 LCFF ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation
1.8	LCAP 1.3, 3.6 - Bilingual teachers support families that speak another home language and provide translation when needed. Bilingual teachers provide increased and improved services for our English Learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during educational meetings.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	95,187 LCFF Bilingual Teachers/Translations
1.9	LCAP 1.3, 4.1, and 4.6 - Career and Technical Education classes are offered to support high school students in various pathways. EACS expands A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	All High School Students	18,534 LCFF Career and Technical Education and A-G Courses 0 Career and Technical Education and A-G Courses
1.10	LCAP 2.4 - Technological devices, hotspots, internet service connectivity, and access to Zoom are provided in order to facilitate communication between families and teachers during virtual learning.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	43,132 LCFF Hotspots, Internet Connectivity, and Zoom 10,000 Title IV Part A: Student Support and Academic Enrichment Chromebooks
1.11	LCAP 1.3 - Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting..	All Students	62,000 LCFF Office Supplies and Equipment
1.12	LCAP 2.4 - Laptops, webcams, and document cameras, are provided for working remotely and providing curriculum instruction and student support.	All Students	59,440 LCFF Technology Needs for Providing Curriculum and Instructional Student Support
1.13	LCAP 1.5 - Parent training is provided through the annual, beginning of the year informational and Parent Power Up, through educational webinars, created training videos, and in person events to ensure that parents have the tools they need to	All Students	15,624 LCFF Parent Power-Up

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	teach their children and access all available school resources.		
1.14	LCAP 1.3 - All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content (i.e. online courses, credit recovery, core programs, supplemental curriculum and materials supporting Common Core Standards, extended school year, curriculum aligned to Common Core, English Language Development (ELD) curriculum).		10,194,749 LCFF Broad Course of Study 191,984 Special Education Broad Course of Study 1,164,436 Special Education Broad Course of Study 93,036 Lottery: Instructional Materials Broad Course of Study 155,000 Local Categorical 942,139 Other

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all students in grades TK-12. Based on the i-Ready collected data, student progress and growth were observed in both ELA and math. Students performing below grade level expectations were provided with the necessary interventions, live instruction, resources, supplements, support, and guidance to assist in closing learning gaps.

LCAP Goal 1 - Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Goal 1, Strategy/Activity 1: EACS ensured that all students have opportunities for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. Students were provided with grade-level Common Core standards review materials, opportunities to engage in live instruction focused on performance-task writing, and access to courses offered by approved educational providers.

Goal 1, Strategy/Activity 2 and 6: EACS ensured that tier III students were provided with subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. The subscriptions were made available to support and enhance students' skills in mathematics and English Language Arts.
Goal 1, Strategy/Activity 3: EACS created small, personalized communities designed to strengthen ongoing monitoring, provide targeted academic and social–emotional support, and foster meaningful connections among students, families, and staff.
Goal 1, Strategy/Activity 4: EACS streamlined communication with Title 1 parents, translated documents as needed, developed an ELAC committee, implemented quarterly meetings, sent meeting reminders to EL parents, and encouraged attendance and participation by promoting cultural awareness.
Goal 1, Strategy/Activity 5: EACS ensured that every student in grades K-11 had an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. i-Ready lesson completion was an intervention for students who are one or more grade levels behind.
Goal 1, Strategy/Activity 7: EACS held EL students accountable for completing their assigned ELD reading and writing lessons and required their participation in live instructional sessions designed to develop speaking and listening skills.
Goal 1, Strategy/Activity 8: EACS provided translated materials in home languages upon request.
Goal 1, Strategy/Activity 9: EACS ensured that Career and Technical Education courses remained a top priority to offer to students to support high school students in various pathways.
Goal 1, Strategy/Activity 10, 11, and 12: EACS students were provided with the necessary technology and supplies to support their day to day learning. Teachers were also provided with necessary supplies to support best practices in teaching.
Goal 1, Strategy/Activity 13: EACS implemented parent training that was provided to home educators to equip them with resources, strategies, and overall knowledge on various educational topics to enhance their ability to teach and educate their students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions. In 2024, strategy/activity 1.9 was added to include the expansion of A-G completer courses and to acknowledge that all students have the opportunity to graduate as A-G completers. In addition, 1.14 was added to emphasize that all students have access to a broad course of study as indicated in the LCAP as 1.3. In 2025, the implementation of a new survey platform has been approved.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional Development
All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-promise students and Tier III population of WIN (What I Need) intervention students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1.4: Identify and implement professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) programs. Professional development will take place through organizations such as but not limited to CSSA (California Charter School Association), CSDC (Charter School Development Center), SDCOE (San Diego County Office of Education), and APLUS+. EACS will create and execute a reflective process to determine effectiveness of the provided development opportunities. (LI, FY, EL, SWD)

LCAP 3.1 - EACS will seek parent input and assess our level of stakeholder engagement through parent participation in Learning Period (LP), English Learner Advisory Committee (ELAC), Schoolsite Council (SSC), and Parent Advisory Committee (PAC) meetings, surveys, Student Council, SARC, and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all educational partners have opportunities for participation and input. EACS will survey educational partners to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.

LCAP 3.3 - Professional development in cultural awareness.
Professional development for all staff - Vector Safe School Training

LCAP 3.5 - EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans and Vector Safe School Trainings.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identifying research-based strategies and professional development to provide best practices to support and improve the academic success of our students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Cabinet Meetings with Administration Monthly Executive Board Meetings Monthly Elementary and Secondary Teacher Meetings Monthly Department Lead Meetings Staff Professional Development Training By Department Director 1:1 Quarterly Meetings with the Superintendent SWOT Analysis By Department - Presented By Directors and Principals Admissions, Compliance, and Individual Department Weekly Meetings	Weekly Cabinet Meetings with Administration Monthly Executive Board Meetings Monthly Elementary and Secondary Teacher Meetings Monthly Department Lead Meetings Staff Professional Development Training By Department Director 1:1 Quarterly Meetings with the Superintendent SWOT Analysis By Department - Presented By Directors and Principals Admissions, Compliance, and Individual Department Weekly Meetings	Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.
EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff. Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc. Professional Development By Department (examples) Vector Safe School Training - HR PLCs - monthly meetings for teachers and by department Weekly Communications and Levels of Support - Education Department Building Relationships with Excellence - Focus on Educational Partners SPED Overview - People and Processes/Interventions Compliance Overview and Tech Training Communication - Website Assessment Overview AI in Education SDCOE, SBCOE, and OCDE Ongoing Training Sessions - Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings	EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff. Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc. Professional Development By Department (examples) Vector Safe School Training - HR PLCs - monthly meetings for teachers and by department Weekly Communications and Levels of Support - Education Department Building Relationships with Excellence - Focus on Educational Partners SPED Overview - People and Processes/Interventions Compliance Overview and Tech Training Communication - Website Assessment Overview AI in Education SDCOE, SBCOE, and OCDE Ongoing Training Sessions - Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings	Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.

YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension) Pryor Learning: Diversity Matters Series, Management & Leadership Training, Improving Memory & Productivity School Pathways Training - Student Information System CALPADS Training CBEDS Training Annual Conferences - ACSA Superintendent's Symposium ACSA Every Child Counts Symposium Superintendents' and High School Leaders' Summit FRISK APLUS+ Network Conference CCSA Conference - California Charter School Association CSDC Leadership Conference - National Charter Schools Institute CTE Conference - Career and Technical Education SELPA UC Counselor Conference Student Mental Wellness Conference CCEMC - Dual Enrollment Summit SMMW - Social Media Conference CASPCON - California Association of School Psychologists CAC - California Assessment Conference CASBO Con - Annual Conference and California School Business Expo CAMTSS Professional Learning Institute (OCDE) National Literacy Institute-Secondary Science of Reading Google Cloud Next	YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension) Pryor Learning: Diversity Matters Series, Management & Leadership Training, Improving Memory & Productivity School Pathways Training - Student Information System CALPADS Training CBEDS Training Annual Conferences - ACSA Superintendent's Symposium ACSA Every Child Counts Symposium Superintendents' and High School Leaders' Summit FRISK APLUS+ Network Conference CCSA Conference - California Charter School Association CSDC Leadership Conference - National Charter Schools Institute CTE Conference - Career and Technical Education SELPA UC Counselor Conference Student Mental Wellness Conference CCEMC - Dual Enrollment Summit SMMW - Social Media Conference CASPCON - California Association of School Psychologists CAC - California Assessment Conference CASBO Con - Annual Conference and California School Business Expo CAMTSS Professional Learning Institute (OCDE) National Literacy Institute-Secondary Science of Reading Google Cloud Next	
Parent Education - Professional Development for Parents/Guardians -Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A) • Virtual Training Sessions (i.e. academics, community building, assessments) -Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team) -Elementary and Secondary PDs for	Parent Education - Professional Development for Parents/Guardians -Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A) • Virtual Training Sessions (i.e. academics, community building, assessments) -Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team) -Elementary and Secondary PDs for	Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.

Parents (i.e. counseling information, graduation, standards, curriculum) SSC, ELAC, and PAC Meetings	Parents (i.e. counseling information, graduation, standards, curriculum) SSC, ELAC, and PAC Meetings	
		.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	LCAP 1.4 - The Superintendent will work with Administration to survey staff and educational partners to define relevant staff development opportunities and training related to meeting the needs of all students, including Tier III students. Research will be conducted on what training is the most relevant based on data and needs assessments.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	135,561 LCFF Professional Development 0
2.2	LCAP 2.5, 3.3, and 3.5 - All EACS employees are required to participate in Vector Safe School Trainings each year. Trainings are related to the specific roles of each employee.	All Students	1,718 LCFF Vector Safe School Trainings
2.3	LCAP 3.3 - Ensuring and supporting the academic success of all students which includes academic and wellness checks with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. The high school counselors and Intervention Coordinator provide academic interventions and social emotional mental health counseling for identified students as needed through in person or virtual meetings, collaboration, shared information, webinars, and community resources. The EACS team attends professional development to learn best practices (referenced under annual Measurable Outcomes).	All Students	26,141 Title II Part A: Improving Teacher Quality Professional Development 0

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 - Strategy/Activity 2.1, 2.2, and 2.3
The overall implementation and effectiveness of the strategies and activities that were in place exceeded our standards. The ongoing professional development and training focused on all of our students needs and impacted the at promise students greatly. In the spring of 2025, we analyzed the collected internal assessment data and saw an improvement in student achievement with our Tier III population of WIN (What I Need) students. EACS aimed at bringing about instructional change which resulted in improved student achievement across all grade levels. Repeated measure analysis results indicated significant changes in providing effective feedback and encouraging student ownership of learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Monitoring and Support of Students
Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation. - What Works Clearinghouse (https://ies.ed.gov/ncee/wwd/FWW).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Excel Academy Charter School (EACS) will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments. Goal 3 is aligned with actions 1.3, 1.7, 1.8, 2.1, 2.2, 3.2, 4.2, and 4.3 of the LCAP.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve the academic achievement of at promise students, including other unduplicated student groups, as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate: 2024	Graduation Rate: 2025	Graduation Rate: 2026
83.3% - Designated Orange - 42 Students	CA Dashboard - 91.2% - Designated Green - Increased by 7.9% from 2024 - 57 Students	State will input percentage (exceed percentage by 2% - goal is 100% grad rate)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	LCAP 4.2, and 4.3 - Teachers monitor their high school students for progress on courses through ongoing communication, course pacing guides, curriculum completion, and documentation of standards met. Report cards are given at each semester. Weekly office hours and webinars are provided to all identified students. Students are required to take the i-Ready internal benchmark assessments for ongoing progress monitoring.	All High School Students	199,707 LCFF Secondary Principal & Assistant Principal Salaries
3.2	LCAP 1.3 and 2.1 - School and student data are monitored through School Pathways (EACS' student information system) to ensure student	All Students	1,649,444 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	credit completion is on target for graduation. The data is used to identify when and where interventions should be applied to prevent students from falling off track for graduation. Utilizing this data, the high school and counseling department closely monitors students through monthly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four year plan to ensure credit completion, strategies for graduation, information for accessing career pathways, and School Support Team (SST) meetings. Through ongoing participation in continued education, professional development, and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified students.		School Pathways Platform and High School Teacher Salaries
3.3	LCAP 1.3 and 1.7 - The Assistant Director of Special Programs, who acts as the Title I Coordinator/Homeless Liaison, makes sure that all of the needs of our at-promise population are being met. The Assistant Director of Special Programs, along with the support of the Intervention Department will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney-Vento, Home Language Survey, and other school surveys, EACS identifies the needs of our student population and ensure that our foster youth, English Learners, low-income students, and students with disabilities are receiving the support they need.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	78,131 Title I Intervention Specialists & Asst. Director of Special Programs - Salary 175,376 LCFF Intervention Specialists & Asst. Director of Special Programs - Salary
3.4	LCAP 2.2 - The Intervention Department provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. Evidence-based interventions are implemented that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions. The Intervention Department utilizes a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	48,928 Title I Intervention Department Stipends
3.5	LCAP 3.2 - The high school counselors support the growing mental, social, and emotional needs of our students. We significantly increased our services to at-promise students by the addition of a High School Counselor who can provide 1:1 counseling for students in need. In addition, EACS has implemented Care Solace which is a mental health care coordination service for all students.	All Students	217,268 LCFF Mental Health and Social and Emotional Well Being - High School Counselors
3.6	LCAP 1.8 - EACS meets with Parsec Education monthly to review desegregated state and local assessment data, monitor the impact of contiguous	All Students	15,202 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth.		Data Analysis-Parsec Education

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from fall to spring.

Goal 3, Strategy/Action 3.1: EACS ensured progress monitoring, ongoing communication, course pacing guides, documentation of standards met, and office hours to support student achievement.
Goal 3, Strategy/Action 3.2: EACS' student data was effectively monitored through the student information system to ensure student credit completion was on target for graduation.
Goal 3, Strategy/Action 3.3: EACS' Assistant Director of Special Program, who acts as the Title 1 Coordinator/Homeless Liaison, along with the intervention team focused on making sure that all of the needs of the at-promise population were met.
Goal 3, Strategy/Action 3.4: EACS' Assistant Director of Special Programs and the Intervention Specialists lead SSTs, supported struggling students, and monitored the effectiveness of the intervention program making adjustments as needed to meet the needs of every student.
Goal 3, Strategy/Action 3.5: EACS' High School Counselors supported the growing mental, social, and emotional student needs through 1:1 counseling and through the implementation of Care Solace.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2024, the SPSA was modified to include the updated LCAP goals and actions. Strategy/activity 3.6 was added to include the partnership with Parsec Education to review desegregated state and local assessment data, monitor the impact of contiguous enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth. in 2025, no changes were made.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$179,395
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$16,720,517.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$143,254.00
Title II Part A: Improving Teacher Quality	$26,141.00
Title IV Part A: Student Support and Academic Enrichment	$10,000.00

Subtotal of additional federal funds included for this school: $179,395.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$13,994,527.00
Local Categorical	$155,000.00
Lottery: Instructional Materials	$93,036.00
Other	$942,139.00
Special Education	$1,356,420.00

Subtotal of state or local funds included for this school: $16,541,122.00

Total of federal, state, and/or local funds for this school: $16,720,517.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	13,994,527.00
Local Categorical	155,000.00
Lottery: Instructional Materials	93,036.00
Other	942,139.00
Special Education	1,356,420.00
Title I	143,254.00
Title II Part A: Improving Teacher Quality	26,141.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,533,457.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	13,994,527.00
	Local Categorical	155,000.00
	Lottery: Instructional Materials	93,036.00
	Other	942,139.00
	Special Education	1,356,420.00
	Title I	143,254.00
	Title II Part A: Improving Teacher Quality	26,141.00

	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,173,041.00
Goal 2	163,420.00
Goal 3	2,384,056.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

4 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

Name of Members	Role
Jennifer Craig - Director of Operations and Accountability	Other School Staff
Tamara Murphy - Assistant Director of Special Programs	Other School Staff
Lorrie Wood - Secondary Principal	Principal
April Saade - Elementary Principal	Principal
Amy Hitzler - Teacher	Classroom Teacher
Julie Boswell - Teacher	Classroom Teacher
Amanda Haas - Teacher	Classroom Teacher
Alison DeSchaine - Teacher	Classroom Teacher
Cinthia Gomez - Parent	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Reviewed with Cabinet and Business Services

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/21/2024.

Attested:

	Principal, Jennifer Craig, Director on 11/20/2025
	SSC Chairperson, Tamara Murphy on 11/20/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Excel Academy Charter School's School Plan For Student Achievement (SPSA)

December 11, 2025

The SPSA

The SPSA is a comprehensive document providing details about Excel Academy's planned actions and expenditures to support student outcomes and overall performance. These actions are connected to the school's Local Control and Accountability Plan (LCAP) goals.

Highlighted Components of the SPSA

Comprehensive Needs Assessment Based on Student Performance Data

CA State Dashboard Indicators 2025 Reflection

Analysis of student growth and explanation of any decline

CAASPP & ELPAC Results, Student Enrollment, Overall Performance

2025 CAASPP Participation & Overall Performance

- **Helendale = 99% Participation in ELA & math - 1% growth from 2024**
- **Warner = 97% Participation in ELA & math - remained the same from 2024**

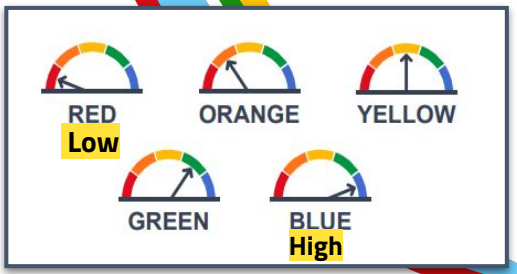
***A loss score is applied for every student who did not participate to meet the 95% requirement set by the state.

Planned Improvement

- **Planned Improvement Goals for the School - EACS has 3 SPSA Goals**
- **Aligned to the 4 LCAP Goals**

Aligning Goals, Strategies/Activities and Expenditures - SPSA to LCAP

- **Ensure goals, strategies, and proposed expenditures align with the LCAP**
- **Ensure funding is budgeted appropriately and documented accordingly**



School and Student Performance Data Analysis - Conclusions were made based on the collected data (i.e. enrollment, CAASPP ELA and math achievement across three years, ELPAC results, 2025 CA Dashboard results, and goals, strategies, and proposed expenditures)

GO FOR GOLD

DASHBOARD CELEBRATIONS

01

WARNER & HELENDALE remained **GREEN** in ELA!

WARNER moved from green to **BLUE** in math!

02

WARNER & HELENDALE

College & Career Readiness - Improved significantly! Warner moved from orange to **GREEN**!

***Helendale had too small of a cohort to earn a performance color

03

WARNER & HELENDALE

Chronic Absenteeism - Moved from green to **BLUE**!

Suspension Rate - Remained **BLUE**!

04

WARNER & HELENDALE

Grad Rate - Improved significantly! Warner moved from orange to **GREEN**!

***Helendale had too small of a cohort to earn a performance color

Next Steps *- Deep data dive to seek causes for students who are not meeting standards on the CAASPP*

- *Identify the root causes*
- *Target interventions, improve instruction, and monitor progress*
- *Ensure equity*

Analysis *of student CAASPP score reports, demographics, curriculum usage, parent support, stude groups (EL, SWD, SPED)*

Powered by BoardOnTrack

Excel Academy's Focus Areas: LCAP Goals, Identified Needs, Annual Measurable Outcomes, Strategies, Proposed Expenditures & Analysis Review

- **GOAL 1 -** Increasing Student Academic Achievement
- **GOAL 2 -** Professional Development
- **GOAL 3 -** Monitoring and Support of Students

The state inputs the data automatically.
There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals outlined within the SPSA.

The SPSA was approved at the November 20th School Site Council meeting. The SPSA must be board approved on December 11th, displayed on the EACS website, and provided to educational partners upon request.

NEW for 2026 -
Combine the SPSA & LCAP in the Spring

Analysis of the Goals

The overall implementation and effectiveness of the strategies/activities to achieve the goals have been met or exceeded.

Teaching & Learning

Use of state and internal assessments to guide instruction and interventions

Researched based, vetted, standards aligned curriculum and resources

- ***Collaboration and communication with Educational Partners***
- ***Professional Development for Staff and Parents***
- ***Parental Engagement - SSC, ELAC, & PAC***

- ***English Learner Program***
- ***Intervention Program***
- ***Career & Technical Education Program***
- ***Special Education Program***

Student Attendance

Requirements and compliance policy are in place to promote attendance and high graduation rate

Working together to provide opportunities for all educational partners!

GATE EVENTS

PARENT POWERUP

PAC MEETING

Thank you for your continued leadership, guidance, and support!

EXCEL ACADEMY
A TK-12 Public Charter School

Together, we remain committed to ensuring excellence for all students!

Coversheet

Approval of of 1st Day School Supplies Boxes Remainder

Section: IX. Education Services
Item: B. Approval of of 1st Day School Supplies Boxes Remainder
Purpose: Vote
Submitted by:
Related Material: 1st Day School Supply Invoice 2 (1).pdf

BACKGROUND:

1st Day School Supplies is a company that packages curriculum and school supplies into a single box and ships it directly to the family. They worked with the K-8 Virtual Pathway teachers to curate personalized classroom boxes.1st Day School Supplies boxes will streamline the ordering process and ensure all materials are received by students with no delay in learning. This impacts the Virtual Pathway teachers and Virtual Pathway students in grades K-8.

The first invoice for half the total amount of $29,605.06 was presented and approved by the board in August. The remaining invoice of $27,078.24 is submitted to the board for approval at this time. This includes boxes for students enrolling after the first day of school.

INVOICE

1st Day School Supplies, LLC
2659 Center Road, Hinckley, OH 44233, UNITED STATES
cmeadows@1stDaySchoolSupplies.com

Invoice No#: 4969
Invoice Date: Jun 16, 2025
Due Date: Jun 16, 2025

$27,078.24 USD

AMOUNT DUE

BILL TO
az*****@excelacademy.education

#	ITEMS & DESCRIPTION	QTY/HRS	PRICE	AMOUNT($)
1	*KINDERGARTEN	34	$206.99	$7,037.66
2	1ST Grade	23	$194.99	$4,484.77
3	2ND Grade	27	$141.99	$3,833.73
4	3RD Grade	42	$175.99	$7,391.58
5	4TH Grade	34	$118.99	$4,045.66
6	5TH Grade	51	$181.99	$9,281.49
7	6TH Grade	63	$105.99	$6,677.37
8	7TH Grade	51	$146.99	$7,496.49
9	8TH Grade	45	$142.99	$6,434.55
10	Payment	1	-$29,605.06	-$29,605.06
			Subtotal	$27,078.24
			TOTAL	**$27,078.24 USD**

NOTES TO CUSTOMER
Thank you so much for your business! As a family-owned company, we are grateful!

Coversheet

Approval of New Board Policies

Section: X. Policy Development
Item: A. Approval of New Board Policies
Purpose: Vote
Submitted by:
Related Material: EACS -5025 Pupil Behavioral Health Policy.pdf

STUDENT SERVICES **5025-EA**

PUPIL BEHAVIORAL HEALTH POLICY

Excel Academy Charter Schools ("EACS" or "Charter School") recognizes that pupil behavioral health is essential to academic success and lifelong well-being. This policy establishes a comprehensive and coordinated framework for identifying, supporting, and responding to pupil behavioral health concerns. This framework is achieved through prevention, early intervention, and collaboration among staff, students, families, and the community.

This policy shall be implemented in accordance with Education Code § 49428.2, The Family Educational Rights and Privacy Act (FERPA), The Health Insurance Portability and Accountability Act (HIPAA), and other applicable state and federal laws governing student privacy and data security.

Policy Statement

Excel Academy shall maintain a proactive, multi-tiered system to address pupil behavioral health concerns by:

1. Administering an annual Social-Emotional Learning (SEL) survey to assess student competencies and behavioral health indicators.
2. Providing ongoing staff training in trauma-informed care, evidence-based practices, and MTSS-aligned interventions.
3. Implementing a structured, documented pre-referral process.

High-Risk Student Groups

The Charter School will implement the referral process for students identified as high-risk, including, but not limited to:

- Pupils bereaved by death or loss of a close family member or friend.
- Pupils experiencing homelessness.
- Pupils in immediate danger (i.e., suicide, missing, runaway, self-harm, substance abuse).
- Students with a 504 or IEP plan.
- Any other reported crisis.

Procedures for specific groups include:

- Pupils Experiencing Homelessness or in Foster Care: The Intervention Team confirms the status of unhoused students and provides resources. Staff connect with Teachers of Record (ToRs) to address barriers, check in periodically to ensure needs are met, and relay behavioral health concerns to necessary team members. For Foster Youth, the

Charter School determines parent educational rights, assesses if the independent study environment is appropriate, and coordinates with Children's Services.

- Crisis: Staff members, including Teachers of Record, receive training and resources. A crisis email template is used to ensure all necessary information is provided, and the Crisis Team provides follow-up support. The ToR Protocol requires an email to the Core Crisis Team, followed by a Support Counselor reaching out to the family, and an SST meeting if more support is needed.
- 504 Plans: If a parent requests a 504 Plan, the school asks for any record of the disability (e.g., doctor's note) but communicates that it is helpful, not required. A "504 Team Meeting" is held to determine eligibility. If the request is broad, a Student Success Team (SST) meeting is held to gather information before determining if a 504 Plan is an appropriate path. The Intervention Team confirms 504 students annually, reviews transfers with existing plans, and shares accommodations with the educational team.

Multi-Tiered System of Supports (MTSS) Integration

Behavioral health supports align with the MTSS framework:

- Tier 1: Universal Supports: Includes universal SEL instruction, Positive Behavioral Interventions and Supports (PBIS), and restorative practices. This is informed by the annual SEL survey and needs assessment.
- Tier 2: Targeted Supports: Involves targeted small-group interventions and counseling. Supports are accessed through the teacher referral process or SST. Families are engaged in the identification and referral process with informed consent.
- Tier 3: Intensive Supports: Provides intensive, individualized supports with case management and collaboration with community agencies. This tier involves counseling sessions and the referral process. Care Solace resources are shared at Tier 2 and Tier 3.

Documentation and Referral Process

Prior to a formal referral, staff must document interventions, communication with families, and consultation with support staff. Documentation must be securely maintained in the behavioral health case management system.

1. Referral Source: Parents may refer their child by reaching out to their ToR, Counselor, or Staff. ToRs or Staff may also refer students.
2. Support Offered: For all referrals, counseling with a School Counselor will be offered if needed. Access and support for Care Solace will be provided.

3. Consent: An informed consent form will be sent for signature to initiate academic counseling or support services.
4. Review: The Crisis Team will meet bi-monthly to review all referrals and track them via a spreadsheet.

EACS shall maintain a confidential case management system for all referrals, assigning a crisis team member to oversee each case. Records will be stored securely in compliance with FERPA and HIPAA. All referrals will be logged and monitored for outcomes.

Family Involvement and Data Privacy

Parents and guardians shall be involved at all stages of the referral and intervention process. Written consent is required before behavioral health services are provided. Families will receive culturally responsive communication and access to resources.

EACS shall comply with FERPA and HIPAA in the management and protection of student data, utilizing secure systems to manage and track referrals. Protocols will be established for safe data sharing and responsible use.

Staff for grades 7-12 will receive annual training on data protection, confidentiality, secure data sharing protocols, cybersecurity awareness, trauma-informed practices, evidence-based behavioral supports, and MTSS implementation.

Program Evaluation and Continuous Improvement

The Charter School will annually evaluate the effectiveness of behavioral health supports using data analysis, feedback, and outcomes. Continuous improvement will follow the Plan-Do-Study-Act (PDSA) model to enhance practices, training, and interventions. The MTSS and Behavioral Health Teams shall conduct regular reviews to ensure timely follow-up, evaluate intervention effectiveness, and adjust supports as needed.

Coversheet

Election of the Excel Academy Charter Schools Board Officer: President

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: A. Election of the Excel Academy Charter Schools Board Officer: President
Purpose: Vote
Submitted by:

BACKGROUND:

As stated in the Excel Academy Third Amended Bylaws Section 7.02:

The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service.

Coversheet

Election of the Excel Academy Charter Schools Board Officer: Vice President

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: B. Election of the Excel Academy Charter Schools Board Officer: Vice President
Purpose: Vote
Submitted by:

BACKGROUND:

As stated in the Excel Academy Third Amended Bylaws Section 7.02:

The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service.

Coversheet

Election of the Excel Academy Charter Schools Board Officer: Clerk

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: C. Election of the Excel Academy Charter Schools Board Officer: Clerk
Purpose: Vote
Submitted by:

BACKGROUND:

As stated in the Excel Academy Third Amended Bylaws Section 7.02:

The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service.